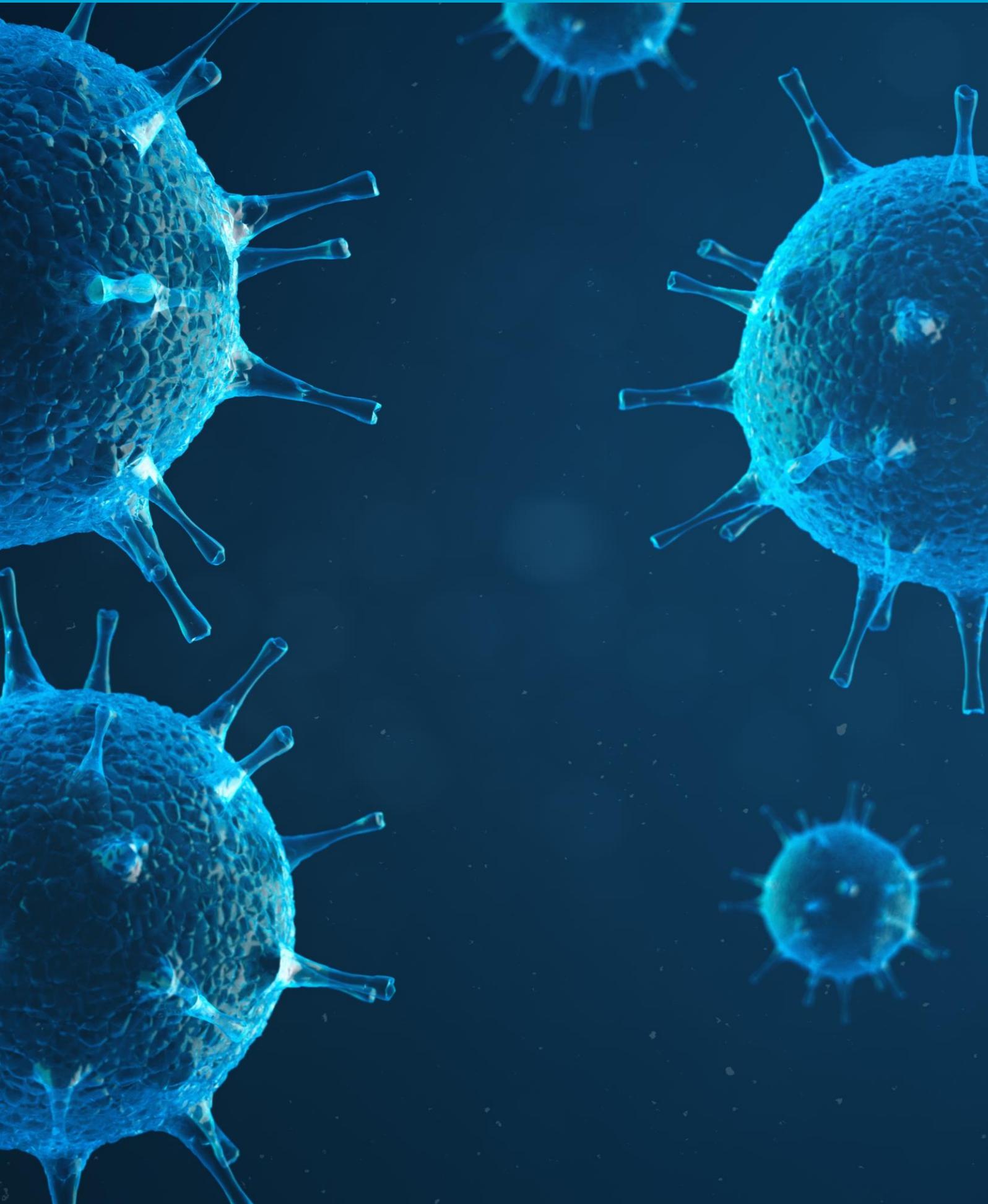


# Be Kind. Stay Safe

COVID-19: A Guide for students, staff and families



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## Introduction

The coronavirus (COVID-19) has presented a great number of challenges to us and the whole education community. As part of national social distancing measures to limit the spread of coronavirus (COVID-19), limited numbers of children and young people have attended educational and childcare settings, to ensure that students and staff attending could do so safely. That is why, since 23<sup>rd</sup> March 2020, education and childcare settings have only been open to priority groups. As well as offering face-to-face provision for those able to attend, the school has provided a significant amount to support the remote education of those who have remained at home.

On Wednesday 3<sup>rd</sup> June 2020, the Education Minister announced her intention for schools in Wales to increase operations following the period of forced school closure. The [“Check in; Catch up; Prepare”](#) phase will take effect from Monday 29<sup>th</sup> June 2020.

For the remainder of the academic year, the school will provide some face-to-face support to supplement the remote education for all students, especially those who are due to take key examinations next year, alongside the provision currently being offered to children of essential key workers, vulnerable students and those students within our specialist resource base. This increased face-to-face provision will supplement their remote education, which is likely to remain the predominant mode of education for some time.

It is recognised that a return to the physical school site, will be difficult for some students and staff who will have experienced a range of challenges during the last few months. These challenges may have presented themselves as a result of ‘lockdown’; social distancing; illness; and, in some cases, bereavement.

The approach is underpinned by the latest [understanding](#) of the science available to Welsh Government, which indicates the need for a phased approach to limit the risk of increasing the rate of transmission (often referred to as the R ‘reproduction’ value) above 1. The increased operation of the school is based on a stabilisation of the R value. Therefore, should this worsen then the school will adapt accordingly, in line with local authority and Welsh Government advice.

It is anticipated that students, parents/carers and staff may feel apprehensive about the risks. However, the provision can be made far safer through adherence to the published government guidelines. These include social distancing, hygiene and self-isolation of those showing symptoms, or living with someone showing symptoms. This will minimise the risk of transmission of infection.

In seeking to increase operations, the school has applied Welsh Government guidance to its own particular circumstances, and the broad parameters within which it needs to work during the COVID-19 outbreak.

There are a number of key considerations that have led to the decision to increase operations within school settings at this time. These include

- the severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19);
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19);
- numbers of children going back – which needs to be limited initially then increased gradually as the science permits; and
- systems to reduce the size of the groups coming into contact with each other – such as smaller class sizes spread out across settings.

As we have sought to respond to the challenges of COVID-19, I accept there are things which we would have liked to have done differently. Quite simply, our infrastructure was not properly set up to deal with these challenges. Throughout the period of forced school closure, we have had time (albeit limited) to reflect on how we can improve our provision as we seek to enter the next phase of ‘recovery’. Regrettably, the way in which we operate as a school will not revert to ‘normality’ any time soon. Therefore, as we seek to develop a blended approach to learning, which incorporates a mixture

of face-to-face teaching as well as remote (or distance) learning, we will be working closely with staff to provide training to respond to these challenges. This will ensure that we provide our students with the best possible experience moving forwards in these demanding circumstances.

The decisions we have taken at school are based on what we feel is safe, practicable and directly linked to the existing scientific and medical information available. We will be working with our students and staff to reinforce the key messages of frequent handwashing and good personal hygiene; maintaining social distancing, as far as is reasonable, as approaches to reducing the risk of infection. Following an analysis of the school site, we have established the class size capacity. As a result, while the 2m social distancing expectation remains in place, class sizes will be capped at a maximum of 10 students per class. To reduce social mixing, each class will form a 'bubble'. These 'bubbles' will be situated in a designated zone of the school. In other words, there will be a collection of 'bubbles' in each specified zone. However, each 'bubble' will work together throughout their time on site; they will have staggered breaks together and, regrettably, there will be limited contact with other students to reduce the risk of transmission of the virus.

The purpose of the guide is to explain how school will operate in the period between 29<sup>th</sup> June and 27<sup>th</sup> July. It may not address every question but it is designed to provide clarity on how and why school will operate in the way it will from the end of the month. I anticipate that we will need to review this in readiness for September and we will continue to reflect changes as Welsh Government assessments are made.

Our 'Be Kind. Stay Safe' mantra underpins our work at school. Each person is responsible to show kindness to one another by following the measures we have put in place. They are designed for the safety of all. Naturally, I trust families will appreciate that where a student is unable to follow these safety measures then the school will have to assess suitability of provision. I cannot emphasize enough how important it is that everyone follows the guidelines at school. This includes staff, who will need to model these behaviours. It will be tough, I am certain. However, collectively I am sure we can do it.

Thank you for your support and cooperation to date, and for the coming weeks and months.

A handwritten signature in black ink, appearing to read 'Marc Belli', is written over a horizontal line. The signature is enclosed within a large, hand-drawn oval shape.

Marc Belli  
Executive Headteacher

## **Attendance: Groups who should *not* attend for health reasons**

All students have the opportunity to attend school over the remainder of the academic year. However, there is no expectation that families send their child to school against their will. Our aim is to explain how we are mitigating the risk of transmission. However, while the latest health and medical advice around social distancing remains in place (ie. 2m distance), there is a limit on the numbers of students and staff who can safely be on site.

We will be maintaining a record of attendance and we ask that families who have indicated their intention to send their child, notify the school if their child is unable to attend. This will help us in our planning and to identify further support, where required.

Please be aware that for some students and staff, it is still not safe to attend school. A summary of these are below. However, more detail on who falls into these categories can be accessed [here](#).

### **1. Those displaying symptoms of COVID-19**

Under no circumstances should students or staff attend schools/setting if they

- feel unwell, have any of the three identified COVID-19 symptoms (a new continuous cough, a high temperature or loss of taste or smell) or they have tested positive to COVID-19 in the past 14 days;
- live in a household with someone who has symptoms of COVID or has tested positive to COVID-19 in the past 14 days.

### **2. 'Extremely vulnerable' or shielding staff or students**

Extremely vulnerable individuals have long-term serious health conditions, whose immune systems are compromised as a result and who are therefore at high risk of serious illness if they are exposed to COVID-19. These individuals will have received a [shielding letter](#) from the Chief Medical Officer for Wales. Staff and students in this category **must not** attend school but should be supported to work or learn from home.

### **3. 'Vulnerable' staff or students**

In the context of COVID-19, vulnerable individuals are at greater than average risk from COVID-19. This category includes people aged over 70, those who are pregnant and those who have a range of chronic health conditions. Pregnant women are specifically advised to work from home after 28 weeks' gestation. People in this category can go out to work but they should work from home if possible. If staff or students do attend, they should adhere to social distancing guidelines. In the case of students, we would only expect these to attend where parents/carers consent to this. If in doubt about whether their health condition means they should be shielding, staff, parents/carers should take advice from their GP or hospital doctor.

### **4. Living with a 'shielding' or clinically vulnerable person**

If a student or member of staff lives in a household with someone who is vulnerable or extremely vulnerable, they should only attend a school or setting where they can adhere to social distancing and the student is able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. In those instances, we do not expect those children to attend and they should be supported to learn at home. Likewise, we would not expect any staff who are vulnerable and attending to be placed with children who cannot reasonably adhere to social distancing.

### **5. Specialist Resource Base (SRB) students**

The school will work towards welcoming back as many students within our specialist resource base as can be safely catered for at any one time. Prioritisation will be based on key transitions and the impact on life chances and development. Provision will be delivered on part-time attendance rotas, so that as many students as possible can benefit from attending their familiar setting. Specialist provision will work closely with the local authority and families to ensure decisions about attendance are informed by existing risk assessments for their children and young people, which should be kept up to date.

## School Operations

A comprehensive assessment of the risks associated with COVID-19 has been undertaken. Control measures have been introduced in order to limit these risks. However, it is important that all members of the school community adhere to these to lower the risk of transmission of the virus.

### Entrance/Exit

The entrance and exit to the site will be controlled. Only essential visitors, including parents, will be allowed on site. It is important that students follow the designated routes given to help keep others safe. When on site, students (irrespective of year group) will not be permitted to leave and return to the site.

### Understanding zones and 'bubbles'

For the remainder of the academic year, the school has identified designated zones, where classes will be based. These classes will become 'bubbles' with no more than 10 students. Each zone will be made up of a maximum of six separate 'bubbles', to reduce the amount of contact students and staff have with each other.

Designated staff will be allocated to a zone. This will include members of the pastoral team and leadership team. They will be on hand to support students, and other staff, during this phase of re-opening. Students will remain in their 'bubble' for the duration of the day and will remain at the same desk. 'Bubbles' within each zone will gain access to the rooms using designated stairwells and use identified toilet facilities.

Students will remain in the same classroom throughout the day, with the exception of designated breaks. However, the intention is that staff who are on site for the day rotate to the different rooms (within identified zones) to minimise the risk of transmission.

### Classrooms

The rooms which have been chosen for use are large enough to ensure social distancing in line with guidance. Numbers in each room reflect staff available and will be kept as small as possible. Seating arrangements and activities will be remodelled to ensure appropriate distancing and to minimise physical contact.

Wherever possible, using rooms for multiple groups of students will be avoided. Staff and students will use the same room for activities and, if deemed practical, for meals, or a room close by for the latter. This avoids risk of transmission from room to room and keeps the number of people each person comes into contact with to a minimum. If there is no option but to eat meals in a different shared space, mealtimes will be staggered to avoid overcrowding.

The classrooms chosen have good levels of air flow and ventilation, which includes opening of windows and using air conditioning where possible. Where classrooms are used, the doors will remain open using appropriate 'stops' to prevent unnecessary repeated contact. The school has identified one-way circulation systems using markers to keep the traffic of students and staff separate where they have to move.

The **zones** and classrooms ("bubbles") which will be in use are

<b>A Block (Floor 1)</b> A14 (Mathematics) A16 (Mathematics) A17 (Mathematics)	<b>C Block (Floor 1)</b> C12 (English) C15 (English) C18 (English)	<b>E Block (Ground Floor)</b> E03 (Geography) E04 (Geography) E05 (Geography)	<b>Marion Centre</b> M01 M02 M03 M04
<b>A Block (Floor 2)</b> A22 (Languages) A24 (Languages) A26 (Languages)	<b>C Block (Floor 2)</b> C21 (Science) C22 (Science) C25 (Science)	<b>E Block (Floor 1)</b> E13 (History) E14 (History) E15 (History)	
A19*	C01*	E02*	<i>* indicates an ICT room which can be used on a rotational basis, once deep cleaning undertaken</i>

### **Cleaning and maintaining the site**

The cleaning of non-healthcare settings [guidance](#) is understood by the relevant staff and will be followed at all times. For example, all staff wash hands following any cleaning activity; where cleaning products are used, staff to wear appropriate PPE (eg. vinyl or nitrile gloves and aprons); staff should wear goggles if decanting chemicals where there is a risk to splashing in the eyes.

The building will be cleaned regularly and at least once a day. Hard surfaces will be cleaned with warm soapy water and then disinfected with the cleaning products normally used. Particular attention will be given to clean 'high-touch' areas and surfaces, which will be cleaned more frequently than normal, including bathrooms, railings, tables, equipment and door handles. An additional clean is required when student groups are changed within any area or classroom. This includes canteen facilities and staggered lunch breaks. Our cleaning staff will be expected to maintain social distancing from each other and from teaching/support staff and students at all times.

Tissues will be placed in a separate waste bin and disposed of safely. The school will double-bag waste in line with latest guidance and ensure it is removed daily.

If any waste is suspected of being in contact with someone showing symptoms of COVID-19, it will be placed in a waste bag, held in a secure place for 72 hours then disposed of as other waste is. Our Facilities Manager will ensure that the cleaning team fully understand the cleaning requirements; and ensure that they have appropriate training, products and equipment available in a timely manner.

A hygiene 'check list' of frequently touched surfaces will be cleaned using designated materials. These include

- Bannisters and/or balustrades;
- Classroom desks and tables;
- Toilet facilities;
- Door and window handles;
- Furniture;
- Light switches;
- Reception desks;
- Computer equipment;
- Sports equipment;
- Telephones;
- Biometric scanners, where used.

### **School day**

The school day will start and finish at the same time. Students and staff will attend for full day sessions. However, each zone and associated 'bubbles' will be allocated staggered break and lunch times. For all students in Year 7 -10, the day will be split into three sessions. In no particular order, these will be

Session 1: Core learning: English, mathematics and science;  
Session 2: Non-core blended/learning; and  
Session 3: Wellbeing (physical and emotional).

For Year 12 students, the focus will be on preparations with Welsh Baccalaureate and UCAS applications. This would ordinarily be the focus for the summer term. We will update our plan for September onwards in due course.

### **Wellbeing**

The school realises that the wellbeing of students and staff is paramount. During the coming weeks and months, students and staff are more likely to be anxious and their health and wellbeing is more likely to be impacted by the changes of routine and the implications of lockdown. Over time, students and staff are also more likely to encounter instances of serious illness and bereavement. Therefore, to help cope with these additional pressures, a strong emphasis on health and wellbeing will form a daily part of the curriculum to provide the necessary support and guidance.

Staff will be alert to identify and support students who exhibit signs of distress. Pastoral care and bereavement support through a range of internal plans are in place. For students requiring more intensive and/or specialist support, the school will coordinate this via external services, such as the community based counselling; the work of Adverse Childhood Experiences (ACE) and all-Wales Traumatic Stress Service.

In addition to student wellbeing, the school will ensure suitable practices are in place to support the wellbeing of staff. As with students, the different experiences all staff members will have had at home will play a large part in how easily they adjust to school with phased increased operations. Given this, it is natural that some staff may require more support than others during this period. Staff will be able to share any concerns they have in advance of the phased re-opening on 29<sup>th</sup> June.

### **Personal hygiene expectations**

The school will ensure that all staff and students are made aware of the importance of regularly washing their hands. Specifically, that hands should be washed with soap and water for at least 20 seconds. Staff will also ensure students are reminded of effective handwashing techniques, as highlighted by the National Health Service [guidance](#). These will be displayed around the school on plasma screens, and as posters for clarity.

Regular handwashing should include

- on arrival at and when leaving the school;
- before and after handling food;
- before and after handling objects and equipment that may have been used by others;
- where there has been any physical contact; and
- after people blow their nose, sneeze or cough.

Handwashing is considered more effective than the use of hand sanitizers. However, hand sanitizers have been installed to increase opportunities for students and staff to maintain high standards of personal hygiene. Hand sanitizers will be placed in every classroom used, as well as entrance and exit points. However, students and staff may wish to carry their own personal hand sanitizer.

Students and staff should cough into their elbow. Insofar as it is possible, students and staff should be encouraged not to touch their face, especially when using a tissue or elbow to cough.

While the school will reinforce good personal hygiene habits, the support of families at home to instil the importance of these practices is crucial to reducing risk of transmission. Support will be made available for any students who have trouble cleaning their hands independently eg. some of our younger students and/or those students with additional learning needs. There may also be occasions where some students may be supervised during hand washing to maintain routines.

### **Use of face coverings**

The Chief Medical Officer for Wales has issued guidance on the use of [face coverings for the purpose of COVID-19](#). The school will follow this guidance. As a result, it will not supply face coverings beyond the use of personal protective equipment, when required. However, the school recognises that students and staff may wish to wear a face covering if this supports their wellbeing and confidence. In this situation, the face covering should be worn to cover mouth and nose. Face coverings may not be transferred between individuals and non-disposable face coverings should be stored in a plastic bag when not used.

### **Uniform expectations**

In light of the most recent guidance, we have taken the decision that for the remainder of the academic year, students will not be required to wear school uniform when they attend. In line with health advice, students should wear something that is comfortable and **easily washable**. Any clothing which **cannot be machine washed should be avoided**. Where possible, we ask parents/carers to provide clean clothes for students every day.

### **Identifying and managing students/staff with symptoms**

The most common, though not exclusive, symptoms of COVID-19 are a persistent dry cough; difficulty in breathing; loss of taste and/or smell; and high temperature. Parents/carers and staff are asked to follow the national [guidance](#) in relation to 'stay at home' where these symptoms are identified.

Any student or member of staff who displays symptoms will be sent home immediately. Students displaying symptoms of coronavirus will be isolated, in a designated area of the school, so that they do not come in contact with other students and as few staff as possible. The student will remain safe until collection.

Where a symptomatic student is waiting to go home, they must use different toilets to the rest of the school to minimise the spread of infection. In the unlikely event of this not being possible, toilets will be cleaned immediately after use. Parents/carers need to be aware that, for the safety of other students and staff, they may need to be available to collect their child in the event of them displaying symptoms and/or become unwell.

In the case of a symptomatic student who requires supervision prior to collection

- Supervising staff will wear a fluid-resistant surgical mask;
- Where contact is necessary, supervising staff will also wear disposable gloves and a disposable apron; and
- If there is a risk of splashing to the eyes, such as from coughing, spitting and/or vomiting, supervising staff will also wear eye protection;
- Supervising staff will wash their hands thoroughly for 20 seconds, after the student has been collected.

All areas used by a symptomatic student will require a deep clean once vacated. Where a member of staff displays symptoms of COVID-19, they will report to the Head of School before returning home. Symptomatic staff are to follow [advice](#) given.

### **Social distancing**

The school has taken steps to ensure [social distancing](#) arrangements are in place and supported. The school's expectations around social distancing have been developed to help keep students, staff, and their families safe and well. These measures are designed to help ensure that the chain of infection is broken. Visual displays will be a noticeable addition to the school site upon its phased re-opening from 29<sup>th</sup> June.

To reduce the risk of transmission, the distribution of staff to a zone, working directly with 'bubbles' in this area will limit interactions with the wider school community and helps minimise the risk of transmission between groups. Staff are also expected to remember that social distancing applies to their interactions with other staff as well as students: it is easy to forget this. The use of staff rooms and/or departmental workrooms will be staggered to limit occupancy, or where possible, other rooms in school are utilised as break rooms for staff.

Social distancing will play a large part in the medium-term planning at school. As far as is reasonably practicable, the school would expect students to social distance when entering or exiting the school site. Parents/carers will not be permitted to drive on to the school premises to drop off and/or collect students. Instead, there is an expectation that any collection would take place on Llantrisant Road and/or Fairwater Road. Parents will not be able to enter the premises without a prior arranged appointment.

The school will publish a 'virtual meeting' guidance document to support interaction with students, families, governors and other stakeholders. Meetings with families will only take place on a face-to-face basis, when it is considered safe to do so. This measure is designed to limit the number of people entering the school site to help reduce the risk of transmission.

Within the specialist resource base, the school recognises that it is not practicable to expect students to maintain social distancing of two metres. Staff will seek to ensure some distancing between students. However, to support the safe engagement of students within the specialist resource base, class sizes have been limited to five students.

### Examples of Visual Displays

Students and staff should expect to see visual displays around the school site which promote social distancing; good personal hygiene and one-way systems for transfer between different areas of the school site.



### Rotating students and staff

Owing to capacity constraints, students will need to attend school in blocks and/or cohorts as specified by the school. Given the size of the logistics to coordinate such planning, it is not possible to accommodate friendship groups or parental requests for the establishment of 'bubbles'. However, the pastoral team will be working with the Head of School to identify appropriate groupings so that students feel comfortable and safe. In the medium to long-term, the school is considering how this might operate in the autumn term. This will appear in any updated version of the guide.

The use of a rotational approach to staff is established on the basis that staff are not all necessarily required on site, not only for those who are unable to attend for health reasons, but also those staff working on remote learning on any given day. In line with current guidance, the school will seek to safely minimising the number of staff on site to help lower transmission risks.

### **Test, Trace, Protect**

[Test, Trace, Protect](#) came into effect in Wales on 1<sup>st</sup> June 2020. Similarly, the Education Minister has indicated that school-based staff will be able to access testing. However, at the time of writing, the information relating to this is not yet available.

Where a member of staff or child receives a positive test for COVID-19, all students and members of staff in that 'bubble' will need to self-isolate for 14 days. If other cases are detected at the school, the local health protection team from Public Health Wales will contact to take appropriate steps to reduce risk of reproduction of the virus. This may include requiring further individuals to self-isolate.

### **Transport**

In line with the latest [transport guidance](#), the number of students which can be transported based on vehicle size are as follows

- Vehicles up to 8 seats – 1 passenger;
- Vehicles with 8 to 16 seats – 2 passengers;
- Vehicles with 16 to 25 seats – 3 passengers; and
- Vehicles over 26 seats capacity varies and will gradually increases depending on the number of rows of seats in the vehicle. However, for example, a 70 seater coach with 13 or 14 rows of seats will be able to take a maximum of 13 passengers.

There will be very limited opportunity for students to use school and/or public transport. We advise that students travel to school by any means of active travel and/or transported by families. Social distancing should be maintained on the journey to and from school. People of different households should only travel together if social distancing is possible. Students should avoid using public transport, where possible. Where public transport is used, then students and staff should observe public health guidance.

### **Catering**

The school will provide a 'cold lunch' on a daily basis for students and staff. Movement between rooms will be kept to a minimum. Where the dining facility can accommodate the social distancing requirements, then they may be used though use will be staggered.

Areas will be cleaned according to guidelines after eating. Staff will ensure that social distancing is maintained during mealtimes. If students are eating in their classroom, they will be expected to eat on their allocated table. Staff and students are expected to wash their hands before and after serving and eating food.

The school will work with food providers and suppliers to ensure rigour in hygiene, including preparation, consumption and disposal. Food must not be shared. Any snacks should be separated clearly to avoid this. Lunch and break times will be staggered to support social distancing.

### **Use of personal protective equipment (PPE)**

It is important to remember that physical distancing, hand hygiene and respiratory hygiene (catching a cough or sneeze in a tissue or covering the mouth and nose with an elbow or sleeve) have been identified as the most effective ways to prevent the spread of coronavirus. Hand hygiene is critical before and after all direct contact with a child or young person, and after cleaning equipment and the environment.

In line with the latest medical and scientific evidence, there is **no requirement** for the use of personal protective equipment (PPE) when undertaking routine educational activities in classroom/school settings.

The school will work closely with the local authority to ensure personal protective equipment is available for the following

### **Suspected coronavirus (COVID-19)**

- **Gloves, aprons and a fluid-resistant surgical mask** should be worn if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care;
- **Eye protection** should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting;
- **Gloves and aprons** should be used when cleaning the areas where a person suspected of having COVID-19 has been.

### **Intimate care**

- **Gloves and aprons** should be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding;
- **Fluid-resistant surgical mask and eye protection** should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting;
- **Gloves, fluid repellent gown, FFP3 mask and eye protection** are indicated when undertaking aerosol generating procedures such as suction;
- **Gloves and aprons** should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

[Guidance](#) will be followed which sets out that gloves and an apron should be used when cleaning areas where a person suspected of having COVID-19 has been.

The school will work closely with the local authority to obtain the necessary PPE to cover the above. Training will be provided to staff to ensure they understand how to put on/remove PPE in order to reduce the risk of onward transmission of infection.

### **Emergencies, accidents and first aid**

There will be named members of staff who are qualified in first aid on site each day. In the event of an accident at school, the same procedures will apply. However, where a student requires first aid, staff members must wear appropriate personal protective equipment (gloves; face mask; goggles and/or face-shield) whilst administering treatment. Any staff who administer first aid or have direct contact with students must immediately wash hands and avoid contact with face until hygiene practices have been observed.

### **Safeguarding**

The school recognises that students will have encountered different experiences and home environments during lockdown. All staff have been reminded of their safeguarding duties within the statutory safeguarding guidance for education settings [Keeping Learners Safe](#) and with the [Wales Safeguarding Procedures](#).

Safeguarding procedures remain the same. In the event of a safeguarding concern, then students and staff are expected to follow the usual procedures. Where there is a safeguarding concern, students and staff should report the concern to Miss Kettlewell, Assistant Head (Designated Senior Person) immediately; or in her absence Mrs Thomas, Assistant Head/Head of Centre (Deputy Designated Senior Person).

## Learning from September

Since the start of the period of forced closure, the school has been providing independent distance learning to students on a weekly basis. Each department has been responsible for creating distance learning for all year groups, which has been quality assured by individual heads of department and then the member of the leadership team, responsible for curriculum, learning and teaching. Once this work has been quality assured it is then published on the school website as a single document. A distance learning schedule was circulated to families to help coordinate the day remotely. Pastoral leaders have maintained regular contact with identified students who would normally access face-to-face contact during school. In some cases, this has been via live experiences, such as video conferencing through online programmes within Microsoft 365, such as Microsoft Teams.

In light of the Welsh Government continuity of learning '[Stay Safe. Stay Learning](#)' programme, the school has developed 'Distance learning' guidance which has been established in light of the review of the evidence on remote learning published by the Education Endowment Foundation (EEF).

From September, the school will provide a combination of blended learning, which is a supplement of face-to-face teaching, as well as distance (or "remote") learning. Remote learning can take place in two forms

- a) **Asynchronous:** Students complete activities independently, at different points in time, based on their own wishes and/or home circumstances; and
- b) **Synchronous:** Students complete activities with multiple students and teacher(s) at the same time, usually online.

The school recognises that asynchronous approaches to learning provide greater flexibility and can be easier for staff, parents/carers and students to manage at home. Synchronous approaches to learning, such as live video streaming (also known as 'live-streaming') may be practical and appropriate in certain circumstances. This is particularly the case in support of student engagement and wellbeing. Synchronous or 'live-streaming' lessons with students can also be very useful for maintaining contact with students and staff. The use of 'live-streaming' of lessons can be well used in areas where access to particular courses or subjects is limited. This may be for geographical reasons; an advantage being that feedback to students and assessment for learning is instant and interactive.

The Education Endowment Foundation's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of students while schools are closed due to Covid-19. A copy of the evidence assessment is available [here](#). In summary, the findings conclude that when implementing strategies to support students' remote learning, or supporting parents/carers to do this, key things to consider include

- Teaching quality is more important than how lessons are delivered;
- Ensuring access to technology is key, especially for disadvantaged students;
- Peer interactions can provide motivation and improve learning outcomes;
- Supporting students to work independently can improve learning outcomes;
- Different approaches to remote learning suit different types of content and students.

### Our Learning Model from September

The model for learning we use is based on The Accelerated Learning Cycle. This is the foundation of our 'Five Principles of Excellence' and is designed to incorporate much of the latest thinking around how students make the most effective progress. This approach fits neatly into a model which can be adapted for **asynchronous** (independent) lessons where students can pause a pre-recorded video to complete tasks at their own pace; or **synchronous** (group) learning sessions where a teacher provides 'live' support/instruction.

#### 1. Connect and Engage ("Why")

This would introduce the topic of the lesson. It could, for example, be a teacher speaking over a PowerPoint resource, describing any aims or process of learning for the lesson. In some cases, this may include a short quiz to establish recall of prior knowledge.

## 2. Explanation and Model (“We Do”)

This would involve a teacher providing input to explain new learning and/or model understanding. For example, this could involve a visualizer to illustrate a worked example.

## 3. Process and Demonstration (“You Do”)

Students are given an opportunity, similar to a normal classroom environment, to attempt a task or series of tasks to complete. For example, the teacher may ask the student to pause the video to begin the work. This may involve subsequent materials, such as additional slides and/or research using the internet to complete task(s).

## 4. Review and Improve (“Understand”)

At this point, the teacher will review progress by describing common misconceptions. Using a visualizer, strategies such as ‘My Favourite Mistake’ can be demonstrated along with WAGOLLs (What A Good One Looks Like) to support student understanding. At this stage, it may be appropriate for the student to revisit steps 1, 2 and/or 3 to grasp the learning more effectively.

Work may be submitted, where required using described format eg. Microsoft Teams and/or Google Classrooms. Teacher may then provide feedback individually and/or as a group.

The school’s decision on their approved approach to distance learning has been made in light of this guidance, along with additional guidance provided by the local authority. When considering the findings of the independent research, the school’s approach to distance learning will, in nearly all cases, adopt an asynchronous approach. This will permit students to undertake work independently, at a pace suitable to their needs, as well as supporting the delivery of content in a more flexible manner. While there have been many strengths to the interim approach to distance learning, it is recognised that limited interaction with staff may have a limiting factor to motivation and the quality of learning taking place. As a result, the school will attempt, where possible, to make asynchronous approaches to learning from September more interactive. This is likely to include classroom teachers providing accompanying videos and/or voice overlays to the planned resources in order to support deeper understanding through providing greater clarity of instruction and feedback for understanding.

In some circumstances, the school recognises that, it may be appropriate to engage in ‘live-streaming’. However, the underlying principles should be recognised

- a) Any ‘live-streaming’ should only be conducted on a voluntary basis. No staff member will be expected to deliver learning in this way. Similarly, the school will not direct any preferred approach nor encourage a preferred model of learning as a result of requests from students and/or families;
- b) ‘Live-streaming’ of lessons may **only** take place in the following circumstances
  - for sixth form lessons, where a teacher believes a synchronous approach, involving multiple students, to learning is essential; and/or
  - at GCSE level, where a synchronous approach is an essential requirement of the assessment framework eg. group-discussion as part of non-examined assessment.
- c) The school will provide training to any staff member who wishes to engage with ‘live-streaming’ to ensure safeguarding protocols are maintained;
- d) All ‘live-streaming’ of lessons and/or contact with students will only be carried out using a school issued device on Microsoft Teams. There is an expectation that these sessions must be recorded, for safeguarding purposes only; and
- e) Agree the ‘live-streaming’ with line manager eg. head of department and/or leadership team to make them aware of the planned timetable of all lessons.

The school will establish a ‘live-stream’ user agreement, which is designed to confirm the roles and responsibilities of all parties concerned. This will be communicated with families in September.

## Recording 'live-stream' lessons

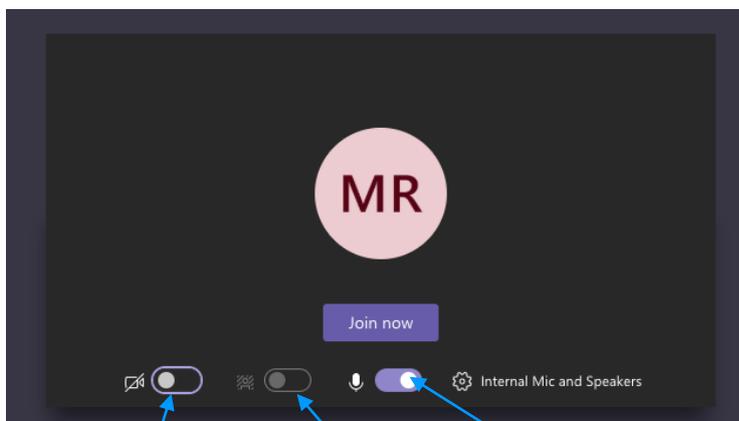
For safeguarding purposes, all 'live-stream' lessons must be recorded. There is a recording facility available in Microsoft Teams to support with this. The purpose of recording is to ensure safety of students and staff only. A recording of the lesson would not be shared with other staff, unless to capture effective practice (with the agreement of the teacher) and/or as part of any safeguarding procedures. Under no circumstances will a recording be used to evaluate teacher performance.

As a 'live-stream' recording constitutes personal data, parents/carers must give written consent that their child will be recorded for the purposes outlined above.

## Microsoft Teams

The most effective approach to Microsoft Teams is using the desktop application. This is available for Microsoft and Mac devices <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

### 1. Useful Tools/Protocols: Prior 'live-stream' lesson

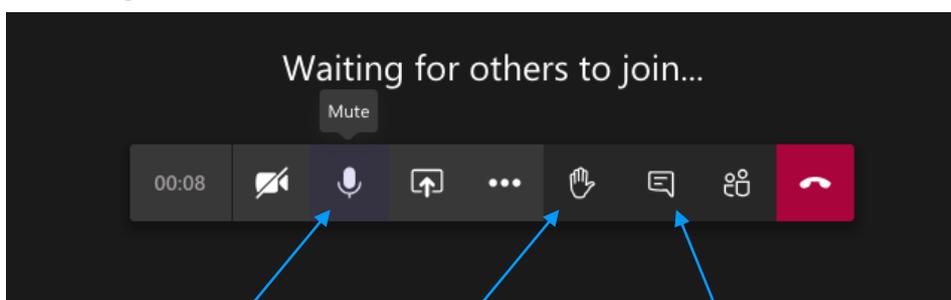


*The video feature for students should be disabled, unless when speaking. This improves access to the 'live-stream'; and maintains stronger internet connection*

*All students must blur background. Teachers must provide an alternative video setting, accessible via setting*

*Prior to joining the 'live-stream' all members of the group should 'test' their microphone and speakers*

### 2. During the 'live-stream' lesson



*Microphones should remain 'mute' until invited to speak by the teacher*

*To speak, students should use the 'raise hand' feature and wait until being called upon*

*Students and staff can make use of the 'chat' feature to provide feedback and/or ask questions*

## Frequently Asked Questions

The Welsh Government has a dedicated COVID-19 frequently asked questions [section](#), which relates to the latest guidance and legislation.

### School Specific FAQs

**1. What is expected of my child when school re-opens?**

We expect all students to engage with the work set for them each week and to try their hardest to complete their work to the best of their ability.

**2. Will distance learning still be set if my child does not attend?**

Yes. Distance learning will continue to be set throughout the remainder of the academic year in the same format as it has since forced closure. From September, we will be revising the way in which distance learning is set, to incorporate more interactive work to support student engagement and progress.

**3. When will school get back to 'normal'?**

The health and wellbeing of both students and staff will be the primary focus when making any decisions on a return to full operations. These decisions will be influenced by guidance from the local authority and national government.

**4. Will all students and staff be expected to wear PPE?**

No. Personal protective equipment will not be necessary. However, some students and staff may feel more comfortable wearing, for example, a face mask. While we are not providing these as they are not scientifically proven to prevent transmission, we will not prevent people from wearing them. However, we expect those who wear them to do so sensibly and not to share any face mask with another person.

**5. How will you keep my child safe if/when they return to school?**

As always, we will do everything we can to ensure the safety of your child (and staff). We have undertaken a comprehensive assessment of the risks associated with phased re-opening and COVID-19. We have identified a range of control measures which are designed to lower these risks. However, it does require students, staff and families to work with us to adhere to these.

**6. My child receives a free school meal. Will they still be fed when they return?**

Parents/carers of students who currently receive a free school meal have been receiving money debited directly into their specified bank accounts. The local authority will continue to do so. Therefore, the school will not be issuing meals to these students without charge.

**7. Should we keep up a 'school-like' routine at home?**

At the outset of the forced-closure, we shared a distance learning schedule for students to follow. This was designed to provide routine and focus. Keeping a daily routine, maintaining some form of exercise, and making time for reading all have significant benefits to mental health and wellbeing. We would strongly encourage you to set up and stick to a daily schedule, and where possible, work alongside your child. For example, if you are working from home then set up a desk where you can both work independently but together.

**8. How will work be set for my child from September?**

From September, we anticipate there being a mixture of face-to-face learning and remote learning undertaken from home. We have developed a new distance learning guidance for staff which will support the delivery of more interactive sessions for students. They will be able to complete this work using Google classrooms/Microsoft Teams and staff will then provide feedback, in line with the school's agreed policies.

**9. Why aren't all lessons going to be undertaken via 'live-streaming'?**

Independent research has concluded that the 'quality' of learning set is more important than the approach taken. Many of our teaching staff have young families themselves and are teaching their own children while still preparing work for students at school. Therefore, they may not be able to provide 'live-streaming' of lessons. Furthermore, there are potential safeguarding concerns

associated with 'live-learning' which, on a balance of probability, outweigh some of the benefits. From September, distance learning will be more interactive for students. This will include video lessons which may be completed at a student's own pace; resources will have voice overlays; and, in some cases, 'live-learning' will take place. However, the school has to take decisions as it deems most appropriate and will continue to review this.

**10. Will my child be expected to learn the curriculum themselves?**

As it currently stands, the national curriculum has been suspended. GCSE and AS/A2 programmes are being reviewed by WJEC and Qualifications Wales. Therefore, there will be no expectation that students will self-teach.

**11. Will my child receive feedback on their work?**

It is our aim to provide all students with regular feedback to ensure that their hard work is being recognised and any misconceptions addressed. This feedback may not be immediate – teachers will do their best to give feedback as quickly as possible after the work has been uploaded but it is important to remember that they are also working under challenging circumstances and sometimes there might be a delay.

**12. What if the situation does not improve beyond the summer?**

We do not expect the situation to change drastically by September. However, we are preparing the school timetable and calendar as normal, but with a hybrid model which includes reduced school access. As soon as the situation changes, we will be able to communicate and act accordingly.

**13. How can I motivate my child?**

The period of lockdown has definitely started to feel a bit like 'Groundhog Day', and the truth is that at times re-motivating ourselves let alone our children can be really challenging. But, as this continues, it becomes increasingly important for students to focus and engage with their learning on a daily basis. Routine, structure and discipline will help.

It may be useful to try to find ways of rewarding your child. Find their "carrot" for your "stick". It is challenging at times but there is bound to be something that you can find to help motivate them even if it's only small. A reward chart leading to a larger reward on a Saturday; X minutes of time on their Xbox/TV for each 30-minute chunk of time working; a 10-minute break after each 30-minute chunk of time working to play football/bounce on the trampoline etc.

**14. I am incredibly proud of my child, they have really risen to the challenge, what can I do?**

Please let us know! We want to hear about all the positives so that we can share them amongst our community including on social media – this is an excellent way of motivating each other. Encourage them to email their Head of Year and subject teacher with a copy of the work or a photo of themselves with the work with a short description if appropriate. Share the work on twitter @bishop\_llandaff

**15. My child is struggling from being isolated from their friends. How can I help?**

We understand that this time is really challenging for the students and they may not fully understand why they cannot meet up with their friends. Try to encourage them to spend some time each day chatting to their friends on the phone or via video conferencing software (such as Zoom or FaceTime). They could also arrange to do their daily reading together – read first independently and then get together online to discuss/debate. Alternatively, they could 'mark' each other's work – do a set of mathematics questions, photograph them and send them to their friend for marking and vice-versa.

If your child isn't engaging regularly with any other children of their own age then you may need to try and support them in making contact with someone. There may be cousins or other family friends who you could support them by linking up online; it doesn't have to be peers at school. If you are very concerned about their social wellbeing, then please get in contact with their Head of Year.

**16. My child has a special educational need. How will they be supported?**

For our students with special educational needs, the learning support department are working hard to support your child with their learning. This includes making direct contact with parents, and students, where necessary. However, as I am sure you will appreciate, it is not easy to support the students remotely and, at times, it is likely that your child may continue to need additional support from you or another adult/older sibling so that they can access the work. If you have a child with an additional learning need and are concerned then please get in touch directly with Mrs Dolan, Head of Inclusion, via email [dolanm@bishopofllandaff.org](mailto:dolanm@bishopofllandaff.org). If you have a child in The Marion Centre, then contact Mrs Thomas, Assistant Head/Head of Centre, [thomasj@bishopofllandaff.org](mailto:thomasj@bishopofllandaff.org).

**17. What if another child misbehaves and doesn't take the safety of others seriously?**

In order to ensure the safety and wellbeing of students and staff, everyone at school needs to take responsibility. Our 'Be Kind. Stay Safe' mantra reinforces the need for mutual respect and empathy at this very demanding time. Where a student has sustained difficulty understanding and/or fails to follow social distancing and personal protective procedures, the health and safety of themselves, fellow students and staff will be compromised.

The school will be operating a 'three-strike' approach in relation to health and safety. This means that if staff raise three separate concerns about a student, in relation to their ability to follow our safety measures then the opportunity to attend face-to-face sessions will be removed and they will then have to work remotely. In this scenario, parents/carers will be asked to collect their child immediately. We ask that parents/carers carefully explain the rationale to students so that this doesn't become a concern. However, we cannot risk the safety of students and/or staff.