



17 April 2020

Dear Pupils, Students, Parents, Guardians, Colleagues and Governors of The Ladies' College

I hope this letter finds you well and that you have enjoyed the fabulous weather we have had over this unusual Easter break.

I am writing to confirm our position at The Ladies' College, following today's announcement by the Civil Contingencies Authority that schools will remain closed to most children for the next five weeks, with the potential for adjustment within that. In line with arrangements to date, the children of key-workers will continue to be able to attend College.

May I take this opportunity to thank you for your messages of support and also your understanding as we develop our ongoing provision. Our previously sent post- Easter provision for all year groups, outlining our remote learning plan, is attached to this letter and we will continue to develop and refine this as a result of today's announcement. I know that many colleagues have been working hard throughout the break to ensure they are able to support the girls emotionally and academically and we look forward to making contact with them next week.

I am also sharing the document 'Distance Learning Guidance for Parents/Carers', as provided by The Office of the Committee for Education, Sport & Culture, which has been sent to the parents of children in States' schools. Much of the content is already covered in our earlier communications, yet we hope that this may helpful for you by way of reference, should you be interested, and we will review our provision against this too.


We appreciate that Covid 19 is having an effect on everyone in our community and the longer that it goes on the more challenging this is educationally, emotionally and financially. The following link to Nuffield Health provides a wealth of information and ways to talk about the current situation and is for all of the children who are stuck at home <https://www.nuffieldhealth.com/kidswellbeing>. I hope it is helpful in some small way. This second link below is a 30-minute podcast for adults and may also be of interest? The first half is information to aid understanding of the emotional effects of the present situation, the second half is suggested strategies for dealing with those effects:
<https://vimeo.com/400665117/dc9c51d316>

Our intention now that we know that remote learning will continue longer-term, is to review all of the options to ensure our provision remains sustainable and that the College will be in a position to re-open as soon as this is permitted. This will include a review of the resources required and the associated costs. The majority of our costs relate to staffing and the upkeep of the building, yet it is our intention to pass

on any savings that we might be able to achieve as a result of the College being closed for a period of time, during the Trinity Term. We will update parents and guardians as soon as we are able.

Sending each of you my very best wishes. I very much look forward to the College community coming together again next week.

Stay well, stay safe.



Ashley Clancy
Principal



2 April 2020

Dear Parents and Guardian of Senior School and Sixth Form students

Post Easter educational provision

I hope you have received my end of term newsletter and that the next two weeks is an opportunity for you and your daughter to take a break from school, as well as having some healthy routines which we are told are helpful in situations such as this.

In preparation for the possibility that College remains closed for a little longer, we thought it would be helpful to offer some guidance on how to support your daughter's remote learning.

We understand that it is impossible to replicate the College day when the girls are studying at home. It is not realistic (or desirable) to expect them to spend the same amount of time studying or to complete the same amount of work that they normally would. We are also mindful of time spent in front of screens. Having said that, it is also important that their studies and learning continues during the College closure period. The work that their teachers set will reflect the need for a reduced workload whilst balancing the essential learning that still needs to happen.

- No homework will be given during the College closure period.
- Teams will be used for the delivery of all resources, setting of assignments, and submission of assignments. We would ask that the girls do not try to contact their teachers using any other platform. (If they are having difficulties with Teams there is a Student Help Desk and they can email the teacher, if Teams is a problem).
- Having a routine during such unsettled times is helpful, and broadly following the timetable will add structure to the day. However, the timetable only needs to be a guide and does not (and should not) be followed rigidly. We fully understand that there will be times where your daughter may want to take advantage of good weather to use up the two hours of outside time, or to go for a walk with you at a time that fits into your schedule. Students have been advised that they can manage their time, with support from their teachers and Tutors, and should allocate an alternative time to completing the work set/viewing the recorded video of the lesson. We appreciate that working from home can create challenges for parents in balancing their work and family commitments too.
- To support healthy working practices, the following changes will be made to the timetable:
 - **Remove and Lower Four:** Lesson 3 will become an optional Body/wellbeing session.... **avoiding long blocks of screen time.**

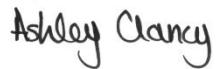
- **Upper Four** will only study the subjects that they opted for, along with the core subjects, Form time and PSHEE. Some colour groups and language groups will be collapsed to support those teachers.
- **Lower Five:** Lesson 3 will become an optional Body/well-being lesson with a 30 minute PE activity encouraged. Period 10 on Monday to Thursdays will be allocated for encouraging Mind sessions (e.g. mindfulness colouring). These changes are designed to promote wellbeing for teachers and students and **avoid long blocks of screen time**. Otherwise, teachers will continue setting work for lessons as normal until further clarification is received from the examination boards.
- **Upper Five, Lower Sixth and Upper Sixth Students** should refer to the separate communication issued by the Joint Colleges Partnership.
- We will communicate any additional changes to students at the start of term e.g. which colour groups are collapsed or where a minor timetable change is required for equity of provision.
- Some subjects will offer ‘live’ online lessons. These can be tricky to manage, and we are all on a steep learning curve, but clear guidelines will be provided by the subject teacher. However, please note that we ask that student video cameras are switched off during any online interaction between teachers and students.
- As you can imagine, every teacher has their own personal circumstances which they are trying to manage. Balancing work and family commitments adds an extra layer of challenge during an already difficult period for us all. We have asked the students to be mindful of this and would respectfully ask the same of you. The students understand that their teachers may not be able to respond immediately to their queries. Indeed, teachers may not be able to respond on the same day. The girls have an incredible support network in place with their peers; we would encourage them to utilise their independent learning skills!
- There is a danger that the girls may skip breaks when working from home, but it is important that they do not! Teachers have planned work which will help adhere to the 20/20 rule (20 minutes looking at a screen, 20 seconds looking away; In reality this should be longer and they could add in a 10 minute fresh air break too!) The guidelines from Public Health are quite clear in terms of the importance of fresh air and exercise to help maintain healthy well-being during this challenging period. We fully endorse this message to sensibly follow these well-being guidelines and we will be sharing lots of ideas for the girls during the College closure period. We hope that you will join in with these activities with you daughter too!

Pastoral structures remain in place to support your daughter during the College closure period. Year Co-ordinators and Form Tutors are regularly ‘checking in’ on the girls and remain a point of contact for you should you have any queries.

We know that it is likely that some students will fall ill over the coming period, and some students will be trying to study whilst dealing with difficult family circumstances. We will work hard to support and deal with these circumstances flexibly and sensitively, as well as adapting to what works best for all concerned.

Thank you for your ongoing support.

Stay well, stay safe.



Ashley Clancy
Principal

Principal
Mrs A Clancy BA (Combined Hons)
Email: principal@ladiescollege.ac.gg

Registrar
Miss R McClean
Email: registrar@ladiescollege.ac.gg

Vice Principal, Bursar & Clerk to the Governors
Miss E Bridge MA Oxon, ACA
Email: bursar@ladiescollege.ac.gg

www.ladiescollege.com

Head Teacher
Mrs E Ozanne BEd (Hons)
Email: melrose@ladiescollege.ac.gg



Les Gravées, St Peter Port
Guernsey, GY1 1RW

Tel: (01481) 721338

3rd April 2020

Home Learning Provision After Easter

Dear Parents,

I thought it would be useful to write to you outlining how we aim to support Home Learning after the Easter holidays, should the school not re-open. I have tried to include as much detail as possible in order to give you a clear picture.

The staff have been working hard to create a programme which will offer as much of the curriculum as would be available at school as possible, whilst not overloading the girls. The aim is to maintain learning provision whilst supporting the girls' wellbeing. The focus will therefore be on the core curriculum, with all other subjects being provided for in the form of optional activities.

We do appreciate that it is more intense for the girls to learn at home and that work can take longer than in a normal classroom environment. Staff, from Middle Prep – Form III, will therefore aim to set approximately 2.5 hours of work per day on core curriculum subjects (Maths, English, Science, Humanities/Topic, Class/PSHE time), leaving the rest of the day for **optional** tasks covering the rest of the curriculum or family / activity time. Pre-Preparatory and Lower Prep activities will be set in a similar way each day with optional activities but will obviously be less structured and support the EYFS curriculum.

No homework will be set for the period of home learning.

Principal
Mrs A Clancy BA (Combined
Hons)
Email: principal@ladiescollege.ac.gg

Registrar
Miss R McClean
Email:
registrar@ladiescollege.ac.gg

Vice Principal, Bursar & Clerk to the
Governors
Miss E Bridge MA Oxon, ACA
Email: bursar@ladiescollege.ac.gg

Sample Weekly Framework – will differ with each class and is flexible for parents to do work when suits the family best.

Day	AM	PM
Monday	Class meeting 30mins / PSHE 30 mins Maths 45 mins/1 hr English 45 mins/1 hr	All Other Subjects – optional eg; RE/French/Music/Drama/PE/Art/ Outdoor Learning/Cooking/ Craft
Tuesday	Maths 45 mins/1 hr English 45 mins/1 hr Science 1 hr	All Other Subjects – optional
Wednesday	Maths 45 mins/1 hr English 45 mins/ 1 hr Humanities / Topic 1hr	All Other Subjects – optional
Thursday	Maths 45 mins/1 hr English 45 mins/1 hr Science 1 hr	All Other Subjects – optional
Friday	Maths 45 mins/1 hr English 45 mins/ 1 hr Humanities / Topic 1hr	All Other Subjects – optional

The core tasks will be set each morning, with the **optional** activities for the week given on Monday for you to access as you wish. We hope that by setting tasks on a daily basis, we will give the girls a sense of routine, rather than giving blocks of work to last a couple of weeks. There will be subject folders in Teams for the Junior girls to access. **There will be a balance between screen and non- screen tasks to support wellbeing.**

Work will continue to be set using Teams (Juniors) and Seesaw (Pre-Preparatory & Preparatory Department). The staff have worked hard to get these systems up and working well in a short time.

We do appreciate that there will be several parents of Junior girls who are not confident users of Teams software so we are attaching what hopefully will be some useful information for you in a separate document.

If you have any questions, please get in touch directly with your class teacher. If you are having any general problems with the technology email either Mr Lewis tlewis@ladiescollege.ac.gg or Mrs Le Cras jlecras@ladiescollege.ac.gg.

Use of Teams & E-safety

We feel that it is important that the girls appreciate that Teams is an online environment for work and not for socialising.

There are functions which allow the sending of private messages along with voice and video conversations. This area is labelled ‘Chat’ and can be seen in the tabs when logged in. The girls have been told that Teams is for work and if they are keen on socialising with each other they should make use of other software.

Principal
Mrs A Clancy BA (Combined
Hons)
Email: principal@ladiescollege.ac.gg

Registrar
Miss R McClean
Email:
registrar@ladiescollege.ac.gg

Vice Principal, Bursar & Clerk to the
Governors
Miss E Bridge MA Oxon, ACA
Email: bursar@ladiescollege.ac.gg

The 'Chat' functions should **not** be used for private messages or voice/videos calls.

Whilst not always easy, we do recommend that you occasionally monitor how your daughter is using Teams to help us maintain that work environment. Activity on teams can be monitored by the school but your support in this area would be appreciated. We also recommend that where possible the girls use any device/software with the use of a camera in a public area of your home and not in bedrooms.

Live / Recorded Lessons

In order to fully support the girls' learning, teachers may post live lessons or lesson introductions. These lessons will be recorded and can be watched at a later time.

Whilst there is some debate on whether these should form part of home learning provision, feedback from both girls and parents has been that seeing and interacting with their teacher has really supported their emotional wellbeing. We also believe that for some lessons the girls need the support of seeing a demonstration of a method or technique and visual input is a valuable tool.

In addition, the teachers may offer a live interactive class meeting session once a week; or deliver a short blog in order to support social interaction and keep the feeling of the class as a unit maintained, providing a friendly, familiar face where possible. **In order to do this and safeguard all we request that the guidance below is followed.**

Live Lessons

- The teacher will have their camera on but film their input in a neutral environment.
- **All girls will have their cameras off for live lessons.**
- Live / recorded lessons must not be filmed or posted on any form of social media or online.
- If any 1:1 learning support teaching sessions occur, which use cameras, parents must be in the room with their daughters.

Class Meeting Sessions

- The teacher will and the girls may have their cameras turned on.
- All participants must be in a neutral environment eg; not in bedrooms etc.
- All participants must be suitably dressed eg; no nightwear etc.
- Class meeting sessions must not be filmed or posted on any form of social media or online.
- Parents have the option to either turn their daughter's camera off for these sessions or opt out of them should they so wish.

Communication

Staff will do their utmost to support girls and parents with home learning, but whilst they will do their best, they may not be able to reply immediately but will aim to do so within 24 hours. Please be understanding as they are trying to support the needs of over 20 girls and provide for the class as a whole.

Whilst there are some challenges in home learning, staff will provide feedback on work wherever possible. This may take the form of providing answers for Maths questions, or feedback through Teams and Seesaw on work that has been photographed and submitted, questions and answers in live lessons or support from direct questions posted from the girls.

Principal
Mrs A Clancy BA (Combined
Hons)
Email: principal@ladiescollege.ac.gg

Registrar
Miss R McClean
Email:
registrar@ladiescollege.ac.gg

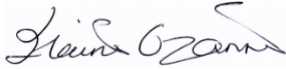
Vice Principal, Bursar & Clerk to the
Governors
Miss E Bridge MA Oxon, ACA
Email: bursar@ladiescollege.ac.gg

I hope that you have found the above informative and that it assures you that we are doing our utmost to provide a comprehensive home learning programme whilst not overwhelming the girls; and that within this their social wellbeing has also been considered and supported.

I will be in touch just before the beginning of the Trinity Term. In the meantime, the school email will be checked regularly should you need to get in touch.

Have a restful and healthy Easter break.

Yours sincerely,



Mrs E Ozanne
Head Teacher

Principal
Mrs A Clancy BA (Combined
Hons)
Email: principal@ladiescollege.ac.gg

Registrar
Miss R McClean
Email:
registrar@ladiescollege.ac.gg

Vice Principal, Bursar & Clerk to the
Governors
Miss E Bridge MA Oxon, ACA
Email: bursar@ladiescollege.ac.gg



3rd April 2020

Dear Parents and Guardians

Home Learning Provision after Easter

I thought it would be useful to write to you outlining how we aim to support Home Learning after the Easter holidays, should the school not re-open. Mrs Reynolds has put together an exciting and varied programme that you can access every day of the week and which would enable your daughter (and you!) to benefit from guided activities on each of those days.

For this programme, we propose to levy a weekly charge of £99 which is equivalent to our normal charge for 3 morning sessions. As Advocate Chan noted in her recent letter to parents, there will be no charges for extras such as swimming until we are able to welcome the girls back to school and to those activities.

Pre-Prep Home Learning

The Early Years curriculum is fundamentally more challenging to be taught remotely. I have attached Mrs Reynolds' initial Home Learning letter for you to reinforce understanding of the Early Years curriculum and how this can be promoted and scaffolded at home.

The initial Pea focus will be in the **Prime** areas of the EYFS, which are delivered through play challenges and experimentation. During these activities they will also touch on **Specific** areas but this is less of a developmental focus.

Prime Areas:

- Communication and language
- Physical development; and
- Personal, social and emotional development.

Whilst the Beans will still focus on the **Prime** areas of the EYFS, whilst they are now focussing on enhancing and developing their knowledge, understanding and scaffolding the **Specific** areas of the EYFS for future learning. All of this learning is fundamentally delivered through play-based activities and challenges.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Mrs Reynolds and Mrs Loveridge have put together planned Pea and Bean appropriate activities and challenges which will continue to be delivered **daily** to you through Seesaw, enabling the growth and development of your daughter within these Early Years areas.

Our Pre-Prep community will also continue to be linked through the Seesaw posts you have been receiving over the last couple of weeks with the variety of video and written posts of activities and challenges. I know Mrs Reynolds and Mrs Loveridge have loved seeing the photos and videos you have been posting back with showing all the work you have achieved.

Communication

Staff will do their utmost to support girls and parents with home learning, but whilst they will do their best, they may not be able to reply immediately but will aim to do so within 24 hours.

I hope that you have found the above informative and that it assures you that we are doing our utmost to provide a comprehensive home learning programme whilst not overwhelming the girls; and that within this their social wellbeing has also been considered and supported.

I will be in touch just before the beginning of the Trinity Term. In the meantime, the school email will be checked regularly should you need to get in touch.

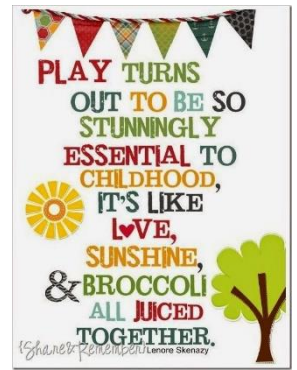
Have a restful and healthy Easter break.

Yours sincerely,

Elaine Ozanne

Mrs E Ozanne
Head Teacher

Pre-Prep Home Learning



In the Early Years play underpins and is fundamental to learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills and develop a growth mindset approach to life, which is essential to positive progression. It is through play both indoors and outdoors that they practise new skills and experiment with ideas, show imagination, they take risks and solve problems on their own or with others. The adult role is to provide stimulating resources such as clothes, natural resources, boxes, old blankets, craft equipment, ingredients etc. of which will inspire play and fire children's imaginations, primarily children also need time and space to experiment and explore.

In this pack you will find a little something across the 7 areas of the EYFS which are all interlinked and overlap. The areas are split into **Prime** and **Specific**, it is important to remember children should mostly develop the **3 prime areas first** these are:

- **Communication and language;**
- **Physical development; and**
- **Personal, social and emotional development.**

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas** these are:

- **Literacy;**
- **Mathematics;**
- **Understanding the world; and**
- **Expressive arts and design**

We have put together this pack of resources and ideas, these activities are not to be used as homework and so are not classed as compulsory or necessary to complete.

Physical:

It is though children being active and interactive they develop their co-ordination and movement. We need to help children to understand the importance of being active, physical and how to make healthy choices through food and activity. Physical activities include, enjoying, running, climbing, riding a bike or balancing on a scooter, challenging movements with your body maybe through yoga, making a den, building with blocks and larger equipment, cutting with scissors, playing with pegs, buttons, or coins. Have fun whilst remembering to enable writing later in life and an actively engaged child they need to be able to release energy as well as train and understand their muscles.

Additional Beans and Peas: You will find cutting activities, colouring activities a Scavenger hunt as well as other creative ideas. You will find a playdough recipe and some playdough play ideas, playdough is easy for children to make with you and perfect for developing fine manipulation skills, creativity, imagination as well as much more.

Personal, Social and Emotional:

It is vital that children develop independence, a positive sense of themselves as well as others. They need to develop social skills as well as how to manage their own feelings and understand about those feelings. Children need to learn and challenge themselves and become independent rather than reliant, the emotional leap of development when they can achieve on their own is vital for future learning. Children need time to be 'bored' to decide for themselves what they choose to do, and understand decision making and their feelings toward activities. They need to be able to strive and then eventually achieve, to develop a growth mindset and the characteristics of effective learning.

Additional Beans and Peas: On the ideas sheets there are many activities that are to challenge the girls, and stretch their determination and mindset. There are puzzles and tasks that will be tricky, and 'struggling' is a great thing to reinforce positively. You can also play board games, puzzles, so developing turn taking the understanding of frustration, and disappointment as well as euphoria. Have fun.

Communication and language:

We are key in providing children the opportunity to learn clear communication and language skills. This involves providing an opportunity to hear and experience/engage with a rich language environment. They need to be able to develop the skills in expressing themselves and to listen and speak during a wide range of situations. Children need to be given 'a voice' to vocalise their thoughts, views and feelings. Children need to be able to solve problems verbally, not physically, whilst also being able to understand and recognise other people's emotions. You could play a game of pulling faces and recognising them. Read stories and share information books. Use language that extends their understanding of simple words. Play games like eye-spy, snap, build castles and use descriptive language. Make a den, share books and tell imaginary stories to each other.

Additional Beans and Peas: You will find in your pack a challenge with Goldilocks and the three bears. Extra ideas would be to draw a picture of your family and talk about it, make an instrument (like a pot with rice in it, a toilet roll with beans sealed top and bottom, boxes as drums) and then sing to favourite song or nursery rhyme. Play eye-spy, read a story together then talk about your favourite part and draw it.

Literacy:

Enjoy sharing, looking at books. Sing songs, poems and rhymes. Enjoy games like eye-spy, this can be colour based or sound or through clues. Create and make up your own stories, enjoy mark making in all formats, be it in sand, with water, chalk, pencils or paint. Large movements and shape making is necessary to then be able to create smaller shapes and marks.

Additional Beans: You will find a copy of the formation sheet, as well as the next new sound and a recap of a sound, which we have already covered. There are other challenges and ideas in the pack to reinforce the sounds or activities we have or were going to look at next. The Beans know the sort of activities we do, so have fun. Our phonics sessions are active and think about bouncy or stretchy sounds.

Additional Beans and Peas: You will find a classic story sheet with different activities and challenges to take part in.

Maths:

We are surrounded by opportunities to explore, understand and challenge number. It may be counting socks, sing songs and rhymes and keep a rhythm, counting in the syllables in words, searching for shapes around the house, eating one more and one less, cooking and weighing, playing hide and seek, using positional language, maths is so much fun.

Additional Beans and Peas: You will find a number challenge sheet, this should be used alongside the numicon pieces which will need to be cut out for recognition. We reinforce the numicon and the recognition of the numeral as well as colour by number.

Understanding the World:

This area involves guiding children to make sense of the world in which we live and their community through opportunities to explore observe and find out about people, places, technology and the environment. This can take lots of different formats. It is about providing many experiences in a variety of environments and time and space to explore and play. It might be visiting the beach, woods, common, park in different weathers to see the differences. Have fun exploring and experimenting.

Additional Beans and Peas: You will find a challenge to use your 5 senses. You could fill the bath, or sink, or paddling pool/bucket in the garden and find things that float or sink, see how many things you can find. Bake some playdough or supersilk, cook some cakes or biscuits, and meals, chop with knives etc. Make something with wood, try and join recycling together with tape to create a wonderful model. Can you make pictures with leaves and twigs, shells and seaweed?

Expressive Arts and Design:

This area is all about fun (like the others) but using that wild and vivid imagination which make our lives in the Early Years so incredibly special. We need to provide children the opportunity to play and explore with a wide range of media and materials, as well as opportunities in the activities and experiences we offer for encouraging the sharing of thoughts, ideas and feelings through art, music, movement, dance, role-play, and design and technology.

Additional Beans and Peas: Look at the world through a child's eyes. The world is an amazing place full of possibilities. Create a shape collage using items from home or garden; make your shapes out of paper. Draw different lines and shapes and see if you can cut along them. You will find some Easter crafts and challenges in the pack to create some wonderful masterpieces. Use your imagination let it fly and have fun.

Useful websites:

Maths fun - <https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Quiet time - <https://www.bbc.co.uk/cbeebies/radio>

Fitness/energy burst - <https://family.gonoodle.com/>

Yoga - <https://www.cosmickids.com/>

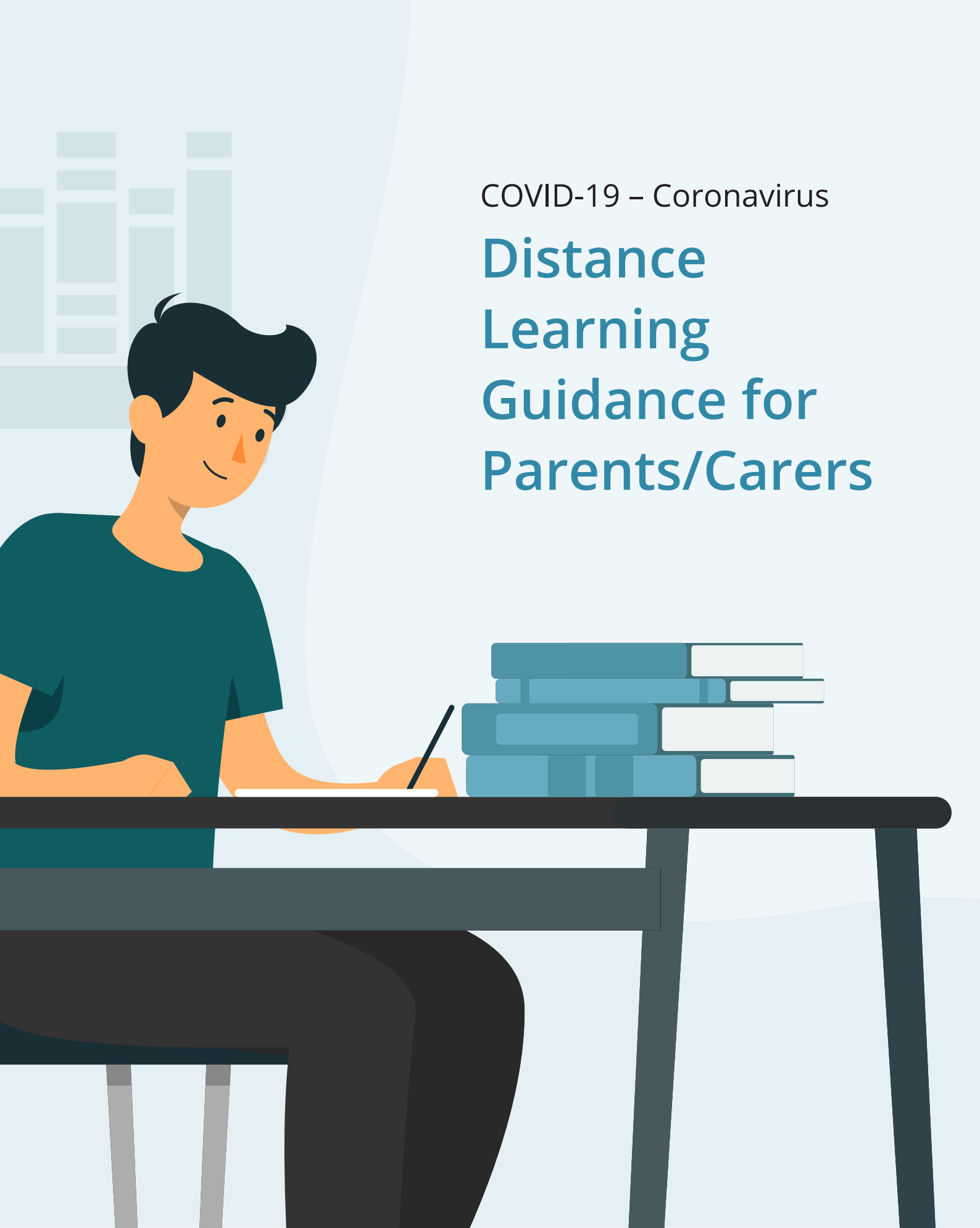
I hope the pack is useful to provide you with helpful ideas and suggestions. The home-school learning will be reviewed with statutory guidance. I am available via seesaw or email lreynolds.melrose@ladiescollege.ac.gg if you need to ask any questions.

Thank you for your continued support

Liz Reynolds



SORRY
about the
MESS
but we are
LEARNING
here.



COVID-19 – Coronavirus

Distance Learning Guidance for Parents/Carers



At the start of the summer term, Covid-19 requires that our schools remain closed to most children and young people for now. During this time, schools will provide a programme of Distance Learning so that children can continue to learn and remain connected with their school community.

Distance Learning does not seek to replicate a normal school day. However, it is designed to provide some structure and opportunities for purposeful learning. While it is important that your child completes the Distance Learning work set by their teacher, we of course recognise that most parents are not teachers and so we do not expect you to step into this role. In fact, the learning that your child's school will send you has been specifically designed to help them work as independently as possible.

It is really important to us that you feel supported. We fully appreciate these are challenging times for parents so if you have any questions about this guidance, or how Distance Learning will work for your child, please contact their school and they will be happy to discuss it with you.



What is the expectation on parents during the Distance Learning period?

Parents are not expected to sit alongside their children while they are working and teach them. You can, however, play an important role by helping your child plan their time and encouraging, motivating and praising their efforts.

Depending on the age of your child, you may need to help them communicate with their teacher about the work they have completed or, in the case of older children, make sure they are following the school's instructions about how to keep in touch. Your child's school will let you know how their teacher will share material and how this should be submitted once complete.



How will education be delivered?

It would be unrealistic to expect Distance Learning to replicate the timetable and type of activities that are provided when schools are operating under normal circumstances. All children and young people continue to have the right to learning, and we are committed to delivering that, but for understandable reasons this may look quite different for the time being. There is likely to be greater emphasis on re-affirming what students have already learnt, with independent learning pitched at the right level for your child, literacy, numeracy and activities which build core knowledge being the focus. Your child's school will contact you directly to explain how they will operate during this time.



Will a daily timetable operate as normal?

No, because we recognise that most parents/carers are not teachers and have work and many other things they have to juggle. Children will be able to do the work for that day at a time that best fits in with their household. Schools may provide suggested timetables to help support children in organising their learning but they will all understand that different families have different needs and may choose to structure their child's study in different ways.



What kind of work will teachers be setting?

It may be helpful to think of the work that your child's teacher sets as similar to high-quality homework. It will give opportunities to revise, consolidate and practise material that has already been learnt, rather than seeking to teach much by the way of new material.



How much work will my child be expected to do?

This will depend on how old your child is. Please see the table below for an outline of the expectations for different year-groups and the sorts of activities your child's teacher will set:

Reception Year 1

- short phonics input and opportunity to practise daily
- short maths input and opportunity to practise at least three times a week
- physical activity guidance
- guidance to parents on play
- guidance to parents on stories to read to pupils
- *optional creative activities or projects*

Year 2 Year 3 Year 4

- phonics and/or spelling input and opportunity to practise daily
- maths input and opportunity to practise daily
- short writing activities at least three times per week
- physical activity guidance
- daily independent reading practice for 20 minutes minimum
- topic-related activity at least once per week
- guidance to parents on stories to read to pupils
- *optional creative activities or projects*

**Year 5
Year 6**

- grammar and spelling input and opportunity to practise daily
- maths input and opportunity to practise daily
- short writing activities at least three times per week plus one longer task with feedback at least every two weeks
- physical activity guidance
- daily independent reading practice for 30 minutes minimum
- topic-related activity at least twice per week
- guidance to parents on stories to read to pupils
- *optional creative activities or projects*

**Year 7
Year 8
Year 9**

Weekly:

- English 1½ - 2 hours including one longer task with feedback at least every two weeks:
- maths: 1½ - 2 hours including one longer task with feedback at least every two weeks:
- science 1½ - 2 hours including one longer task with feedback at least every two weeks:
- each other subject: 30 - 45 mins
- *optional creative activities, projects and wider subject reading*

Daily :

- physical activity: 30 mins - 1 hour

**Year 10
Year 11**

Weekly:

- English 2-3 hours including one longer task with feedback at least every two weeks:
- maths: 2-3 hours including one longer task with feedback at least every two weeks:

Year 10
Year 11

- science 2-3 hours including one longer task with feedback at least every two weeks:
- other subjects: 45 mins - 2 hours (as appropriate)
- *optional creative activities, projects and wider subject reading*

Daily:

- physical activity: 30 mins - 1 hour per day

Year 11 individual student transition programmes are planned to begin in May, which will include transition modules for A Levels, IB and vocational/technical courses, English and/or maths, and individual career guidance.

Year 12

Weekly:

- A Levels: 5-6 hours per subject, with feedback at least once per week per subject
- IB: 2-4 hours per subject, with feedback at least once per week per subject
- *optional creative activities and projects*

Daily:

- physical activity
- independent reading around subjects

Year 13

- individual student transition programmes, which may include pre-reading for university, individual career guidance or opportunities to work or volunteer
- daily physical activity

Your child's school will be working hard to deliver this new form of education, but please note that some aspects may not be entirely in place during the first few days of the summer term.



My child attends the College of Further Education. Will they be expected to do the same kind of work as the schools?

Young people at the College study a wide variety of courses and are often very familiar with blended models of learning which apply specifically to the courses that they are following. However, the principles continue to apply for students at the College:

Full time students

- ✓ use internal communication portal GCFEConnect to keep up to date with activities across the College and touch base with tutors
- ✓ check emails and/or Google classroom daily
- ✓ attend online lecturers/ discussion groups at times agreed with your tutor or complete online activities or assessments
- ✓ check in with tutor at the designated times
- ✓ take a break and get some exercise
- ✓ contact the Learning Support Team if you have any worries

Apprentices

- ✓ check emails from tutors and use GCFEConnect and information on the College website
- ✓ attend online lecturers/ discussion groups at times agreed with your tutor or complete online activities or assessment submissions
- ✓ check in with tutor at the designated times
- ✓ take a break and get some exercise
- ✓ contact the Learning Support Team if you have any worries

14-16 students

- ✓ check emails from tutors and use GCFEConnect and information on the College website
- ✓ attend online lecturers/ discussion groups at times agreed with your tutor or complete online activities or assessment submissions
- ✓ check in with tutor at the designated times



What about children with Special Educational Needs and Disabilities (SEND), including those in SEND schools?

Schools will carefully pitch the work given to children with Special Educational Needs and Disabilities so that it best fits their needs. Many tasks will focus upon extending and consolidating learning in a flexible way. If your child has SEND and you are concerned about how they are managing, please make contact with your child's teacher or SENCO/Head of Year as they will be happy to help.



What about the children of essential workers attending school?

These children will be following the same Distance Learning programme as their peers. School-based staff will support them in the same way as parents at home are supporting their own children and young people.



Will teachers be delivering live video lessons?

The use of live video lessons assumes that all children in a class can be online at the same time and this will not be possible for many families. Children will not be expected to study specific subjects at specific times. However, the only

exception to this might be in the case of post-16 students or where there are very small groups. If possible, a teacher in these settings may try to deliver a live lesson by video if they are able to do so while ensuring no student is excluded as a result of internet access or other circumstances.



My child's school is asking us to use resources produced by other organisations or to watch BBC programmes as part of their Distance Learning. Is this okay?

The use of high quality online or broadcast learning resources is encouraged and schools will use these alongside other materials that they have produced themselves. There is nothing wrong with schools drawing from some of the excellent materials produced by other organisations.



How does this all fit in with the need to focus on children's mental health and well-being at this difficult time?

Structure, routine and the sustaining of relationships are important elements in maintaining mental health and well-being. For many children, the sudden withdrawal of school will have been challenging and unnerving. Therefore, it is important that we are able to provide all children with structured learning, albeit in a way that is more flexible and adaptable to different families' circumstances. In the next few days we will be sending out some further guidance for parents and carers specifically about how you can support your children's mental health and well-being during this challenging period.



Will work be compulsory for children?

It is important that formal education resumes from the start of the summer term. As such it is expected that students will complete the work their teachers set for them. However there will be flexibility in how that work is completed and your child's teacher will be available to remotely support them and you during this time.



What will happen if children do not complete the work?

Where a school is aware that a child is not engaging with the work set, the first concern will always be for the well-being of the child and their family members. School staff will get in touch with you and your child to encourage your child to engage with the activities set or to explore with parents any barriers to participating in learning at this time.



What if my child is ill?

In the same way that children who are ill do not have to attend school under normal circumstances, children do not have to engage with Distance Learning when they are ill. Parents and carers should let schools know that their child is unwell in the way that they usually would.



How will teachers let me and my child know how they are doing?

Your child's school will tell you which online methods they will be using to provide feedback to your child. Keeping learners motivated will be very important, so schools will continue to recognise and praise the efforts of their children regularly. Schools will use online learning tools to enable children and young people to share the work that they have done and for teachers to respond with encouragement. Children need to understand that, even though they may not be in school all day as usual, their teachers will know if they are completing their work as required.



What about children who do not have access to WiFi or an internet enabled device?

Schools will make a Chromebook available if a child does not have access to an appropriate device at home. Please discuss this with your child's school. Where Chromebooks are being loaned, parents/carers must agree to the loan, and sign a loan/acceptable use agreement. Telecoms providers have offered support for any child who is not able to access WiFi from home. Please speak to your child's Headteacher about this.



My child needs to shield for health reasons and so may need to stay off school even if they reopen. What does this mean for them?

When schools reopen, there may be a number of children with health conditions who will need to continue to shield and therefore will not be able to attend school with their peers. These children will continue to have access to the Distance Learning offer until such time as they can return safely to school.



What happens if I am not happy with the work my child is being set or how this is being communicated?

Please contact your child's school if you have any problems or concerns. The school will want to hear from you and work with you to address these. Please remember that this is a new way of working for your child's school and its teachers too. Your child's school wants to do the very best it can for your child and hearing about what is going well and what could be improved will help them to do that.

Thank you

We want to take this opportunity to thank you for your support in helping us deliver a good Distance Learning experience to students. These are challenging times for everyone and the role you play in supporting schools, teachers and students cannot be understated.