



29 April 2020

To Parents, Guardians and Students of the Senior School and Sixth Form,

I hope you enjoyed the Easter break and the fine weather which eased us into the Trinity term.

We find ourselves starting this term in the same unusual circumstances which ended the Lent term so abruptly, with remote working and social distancing the new norm.

I am incredibly grateful to my colleagues at The Ladies' College for the speed of their response to change and for the huge amount of work that has been done to develop new ways of working. Like many of you, our colleagues have had to adapt their working practices to balance the demands of remote working around the practicalities of having a family at home throughout the working day. We have striven to find new ways of providing high quality teaching and learning online, whilst simultaneously keeping parents informed of rapidly evolving developments. Well-being and managing screen time have been at the forefront of our thinking, and we hope you have found our communications helpful. We are grateful for your messages of support and for other feedback, and for the fabulous response of the girls too.

Since the start of lockdown, we have had some girls in College whose parents are key workers; special thanks go to those who are working in the frontline on all our behalves.

We have sent you advice in various forms about patterns of work and play, and we will continue to review and re-issue advice as required. Detail about post-Easter provision was sent as we broke up and again on 17 April 2020. We have crunched down much of the detail into headlines in a Remote Learning Guidance document, which is attached and will shortly be posted onto our website. Please review this and continue to update us if your daughter is unwell.

We are now finalising the following and will share the detail with you and your daughter/s in due course:

- Changes to the calendar in terms of end of year events which will, will not, or may happen - depending on what is within the directives of the States of Guernsey.
- Provision for students in Upper Five after 11 May 2020.
(Your daughter will shortly receive details of their timetable and the expectation for work post 11 May 2020 as per our earlier communication issued shortly before Easter, a copy of which is attached for your reference).

- Provision for students in the Upper Sixth after 11 May 2020.
(We attach a copy of our earlier communication outlining the process which will be followed to award GCSE and A-level Public Examination grades)

College end of year examinations

These will not take place this academic year.

Colleagues will review and celebrate progress in the final report of the year, which will still be written for the end of the term.

Access to the School Nurse

The States have provided the following update in respect of access to the School Nurse during this period of school closure. A duty nurse is available each day to take calls and e-mail enquiries and they are offering telephone support, advice and signposting. Parents/Teachers/professionals can contact Lukis house on 01481-725241 who will put them through to the duty school nurse.

For medical emergencies parents are advised to call their GP or A&E department. For Coronavirus enquiries, please contact Public Health on 01481 756938/ or e-mail publichealth@gov.gg. For non-clinical coronavirus enquiries e-mail covid19enquiries@gov.gg and you are asked to check Public Health websites for daily updates

Resources to support parents and guardians

The detail below is provided for advice and support for parents and guardians:

Books

- How to Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber and Elaine Mazlish.
- Understanding your child's fears and worries by Cathy Creswell and Lucy Willetts.
- The Huge bag of worries by Virginia Ironside.

Websites

These are evidence based and recommended by professionals/ CAMHS

- <https://www.healthforkids.co.uk/>
- <https://www.healthforteens.co.uk/>
- <https://youngminds.org.uk/>
- <https://www.youthcommission.gg/>

Guidance for parents and carers

The attached resource 'Mental health and wellbeing guidance for parents/carers and children' has been shared with us by the Committee for Education, Sport & Culture and we share onward with you.

Youth Commission (tel: 01481 756099) for activities and support.

Decider Skills

Practice 54321, breathing strategies, for example. The Student Diary has a page with details.

Our hope is that we will be back in College before too long. Having some physical separation from school, work and home helps to maintain balance in our lives and although we feel that everyone has adapted

well, we are now planning for everyone's return and are aware of the need to look after everyone physically, emotionally and educationally. There is something called the Stockdale Paradox, where people cope well with the confinement, but can find it harder to settle when it is all over.

Well-being

The well-being of everyone in our community is always important but never more so than in the Covid-19 pandemic. In establishing remote routines, we are aiming to ensure educational progress, whilst also encouraging:

- An hour of exercise a day
- 20:20 + 10: this being 20 minutes screen time, with 20 seconds looking away and an optional 10 minutes in an hour to get some fresh air
- Sharing well-being ideas on our website, Facebook page and in communications home
- Reflecting on staying positive in the 10.30 weekly gathering on Teams LC Virtual, which is later posted on Facebook.
- 1:1 contact

I also want to make parents aware of “the whisper button”, which your daughter should know about. If not, please do explain to them that this is found on the home page of the College Learning Platform and they can share any worries they have about themselves or others. Depending on the post, a member of our pastoral team will be in touch to work out the next steps. Please also reassure your daughter that only a couple of people in College will have access to these posts, and we always treat cases with the utmost sensitivity

We also have a weekly pastoral briefing for teaching colleagues, where we share the most essential information with colleagues where appropriate to ensure that they are aware of any pupil or student who is finding things tricky. Rarely is more detail shared, yet this helps the teachers who spend time with the pupil or student to be aware of any personal issues which may make them feel less resilient than normal.

Finally, I appreciate that there are numerous articles and resources being shared at the moment and that it can be somewhat overwhelming to navigate through all the advice available. I was struck, however, by the tips shared in a guest blog for the Girls Schools Association by Judy Reith, parenting coach and author. It is a short, straightforward and useful summary which can be read in just a few minutes whilst enjoying a well-earned cup of tea. <https://gsa.uk.com/2020/04/tips-on-parenting-during-the-coronavirus/>

Staffing update

Despite the considerable challenges we have faced in recent weeks, resulting from Covid-19, we have continued with our drive to recruit specialist teachers to join our committed and hard-working team. I am delighted to share some news of recent appointments:

Mrs Jessica Clements, Teacher of Science (part-time)
Mrs Kathrin Elders, Teacher of Modern Foreign Languages
Mr Ian Garner, Teacher of Science (part-time)
Miss Jessica Moon, Teacher of Religious Studies
Dr Sheri Smith, Teacher of English
Mrs Jane Ward, Head of Learning Support

We will be saying a sad farewell to Mr Peter Fotheringham, Head of Business Studies and Economics, who will return to the UK over the summer to take up a new senior management position at a school in Surrey.

Mrs Cory, Teacher of English and Senior School Year Co-ordinator (Remove) will leave us at the end of this term, to be reunited with her family who are relocating from the Far East this summer.

Mrs Maxine Watts, Teacher of French at Melrose, will retire at the end of this term. She has spent almost 20 years supporting the pupils of Melrose and inspiring our girls with a love of French from an early age.

We send these colleagues our very best wishes and sincere thanks for all that they have contributed to our community here.

We also thank Miss Clements for her work as Deputy Principal (Pastoral) and we look forward to Dr Mitchell returning to this role in three weeks' time.

New responsibilities from September 2020

Mrs Sophie Appelqvist, Senior School Year Co-ordinator (Remove).

Mrs Bea Smith, Senior School Year Co-ordinator (Upper Four) who will succeed Miss Alston who has stepped down from this role. We thank Miss Alston for her support of the girls in Lower Four this year.

College Photograph

As you are aware this was taken at the end of the Lent term, very shortly before we closed linked due to the pandemic. Bentley Photographic who manage this process are currently working remotely to finalise the photograph, which this year was taken as a series of photographs in small groups. As soon as the proofs are finalised for each area of the College, we will send home details (via Parent Hub) of how to order copies. We thank you for your patience and having had an early look at the initial proofs hope that you will all enjoy the result.

Fees for the Trinity Term

Thank you to parents who have paid their fees and who have opted to pay by monthly instalments.

We continue to review all the options to ensure our provision is sustainable and that the College is able to re-open as soon as it is permitted. This is a challenge as we do not yet know how this will work. Inevitably, the majority of our costs relate to staffing and upkeep of the building, but we will consider our ability to pass on any savings that we might be able to achieve should the College have to remain closed. We will update parents and guardians as soon as we are able.

Weekly Bulletin and online calendar

In addition to our weekly bulletin, we encourage you to visit: <http://www.ladiescollege.com/diary> for key dates, or access our calendar in full (from an iPad or iPhone) via these links:

How to (PDF):

<http://www.ladiescollege.com/media/91650/How-to-add-new-calendar-The-Ladies-College.pdf>

Direct link to view online:

<https://outlook.office365.com/owa/calendar/0a8cd829e7d1405291734842ae5ae648@ladiescollege.ac.gg/0addae2c087a489185523cf17790b26f6974755477370769068/calendar.html>

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

ICS file for devices:

<https://outlook.office365.com/owa/calendar/0a8cd829e7d1405291734842ae5ae648@ladiescollege.ac.gg/0addae2c087a489185523cf17790b26f6974755477370769068/calendar.ics>

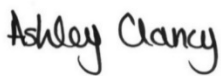
Lent Mark Reading 2020

I am pleased to provide a copy of the *Student Achievements – Lent Mark Reading 2020* document which highlights the great results and many achievements of our girls. Please do let us know of special achievements outside of College, in order that these too may be celebrated. In terms of the certificates and awards from the Lent term, these will be issued to your daughter/s on our return to College.

In closing, whilst none of us can be certain about when we will return to school, or what the new normal will be, we will continue to make balanced and considered decisions, which are realistic and sensitive to meeting the needs of our College community.

Stay well, stay safe, stay in touch.

Yours sincerely



Ashley Clancy
Principal

Remote Learning Guidance

If College is required to close for an extended period, the details below capture the rationale for the programme, which has been developed to ensure our pupils and students:

- Remain well
- Remain safe
- Continue to be taught
- Continue to learn
- Stay motivated
- Stay connected

The detail that follows also identifies what teachers will do and how parents can help to support our young people whilst living and working at home. **Both teachers and parents have a key role in encouraging, motivating and praising** the girls for their achievements, especially in challenging and unusual circumstances.

We understand it is impossible to replicate the College day when the girls are studying at home. It is not realistic (or desirable) to expect anyone to spend the same amount of time studying or to complete the same amount of work that they would normally. We are also mindful of avoiding too much time spent in front of screens. We encourage everyone to take advantage of good weather, to exercise every day if possible and to enjoy daytime activities which fit into their individual schedules. Yet it is also important that teaching and learning continue during the College closure.

Having a routine whilst working remotely in unsettled times can be helpful, and broadly following the timetable can add structure to the day. However, the timetable only needs to be a guide and does not have to be followed, rigidly. Older students can manage their own time more easily, if that is their preference, and should allocate an alternative time to complete work and view the recorded lessons.

We hope the following FAQs will answer any queries you may have linked to remote learning. Please do not hesitate to contact us if you have concerns or queries. We do not expect parents to be teachers and we hope the girls will speak directly to their teachers if they are finding it difficult to complete work for any reason.

FAQs

What is the role of parents linked to remote learning?

Parents should encourage, motivate and praise. They are welcome to support their daughters in their learning, should they choose to do so. They are also encouraged to contact College with any queries.

Parents are not expected to be the teacher. Advice, for both parents and children, suggests that, as long as the child is actively engaged in something that has meaning, a parent should not force their child to work or have difficult conversations when emotions are running high.

How will education be delivered?

Our Pre-Preparatory Department, Lower and Middle Prep classes are linked daily through Seesaw, with a variety of videos and written posts of activities and challenges.

In Upper Preparatory and in the Junior school, tasks are set daily. Work is set using (Microsoft) Teams and there are generally subject folders in Teams, one for each subject.

In the Senior School and Sixth Form, Teams is used for the delivery of almost all resources, as well as the setting and submission of assignments. Teachers will also use Teams for setting, discussing and reviewing work to ensure key learning is achieved at an appropriate pace.

How will my daughter be registered?

Attendance will be monitored by reviewing the submitted core work and feedback from teachers will identify which girls have not been “in school”, linked to this.

What happens if my daughter is unwell?

Please inform the College by email or by phone and we will ensure that the register reflects this.

Who can help you with general IT problems and queries?

If your daughter is in the Pre-Preparatory Department or Melrose, you can email either Mr Lewis (tlewis@ladiescollege.ac.gg) or Mrs Le Cras (jlecras@ladiescollege.ac.gg).

In the Senior School and Sixth Form, all queries relating to IT are sent via the Teams Help desk (there is one for teachers and another for students). There is also a Student Help Desk on the College Learning Platform home page, which can be accessed by the girls, that may help if Teams is the problem. Alternatively, contact the subject teacher or Mrs Le Cras, Network Manager, (jlecras@ladiescollege.ac.gg).

What is the E-safety advice for the use of Teams?

Everyone using Teams uses their own name.

Teams is an online environment for work, not for socialising. (The ‘Chat’ functions must not be used for private messages or voice/videos calls).

Our Acceptable Use policy must be followed at all times. To access the latest version of this, please visit: <https://www.ladiescollege.com/information/policies>

Teachers will require students to mute/unmute their microphones at certain times during any live online lessons. Cameras will usually remain switched off, unless their use is essential to the delivery of the session or at the teacher’s discretion.

Does my daughter have to follow her timetable?

No. She may, however, find it helpful and motivational in planning her time and keeping up to date with the work set by her teachers.

Some teachers may pre-record their lessons, and these can be viewed at a time which suits the individual girl's plans for the day or other personal circumstances.

What kind of work will the teachers set?

The work teachers set will reflect the importance of balancing a reduced workload against the delivery of essential learning, as well as the need to find time to exercise and support well-being.

Colleagues work hard to create a programme which offers as much of the curriculum as would be available at school as possible, whilst not overloading the girls.

Will homework be set during the College closure?

No. Online lessons may well include assessment tasks, but homework will not be set between lessons.

How much work should my child do?

Pre-Preparatory and Lower Preparatory activities will be set in a similar way each day, with optional activities, but will obviously be less structured. These activities will support the EYFS curriculum.

From Middle Preparatory to Form III, the aim will be 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.

In the Senior School and Sixth Form teachers will set work that can be comfortably completed within the lesson time and allow for 20 minutes screen time, 20 seconds looking away and an optional 10 minutes "fresh air" opportunity to clear the head.

In all parts of the school, teachers are asked to make core work / learning clear, which should be a priority for the pupils and students, with optional work and time for increased physical activity and personal reading and activities being encouraged too.

Working hours for the girls should be no longer than the normal working day and due to the nature of working with a screen and remotely, the time doing the work is likely to be less than the actual lesson time itself.

What is the situation with Learning Support?

These will be delivered directly to your daughter using Teams.

How is my daughter's well-being supported?

Pastoral structures, including all teachers, tutors, our Counsellor and Year Co-ordinators remain in place to support during the College closure period.

Structure and routine can be important to well-being, which is where our suggested timetable may help, yet this should not be a barrier to developing personal routines around remote learning.

Teachers have planned work, which will help adhere to the 20/20 rule (20 minutes looking at a screen, 20 seconds looking away. They may add in a 10 minute fresh air break too!) Everyone is encouraged to do this.

Some timetable adjustments are made.

Sustaining relationships is important to well-being. Face to face lessons are a forum to explore how everyone is, as well as a weekly class or tutor meeting and a 1:1 with meeting with the class teacher in Melrose or tutors every fortnight, just to ask “How are you?” and “How are you getting on with your routines/ work?”

Daily posts on Facebook for older students and parents, with ideas to motivate and to explore wellness and weekly assemblies (10.30 a.m. Fridays are an opportunity for the community to come together as one).

The LC Virtual College is also being developed to allow younger pupils and students to access what cannot be viewed on Facebook.

Girls are also reminded about the “Whisper button” where they can share any worries they have about themselves or anyone who they are close to. This is monitored daily and the button is found on the home page of the College Learning Platform home page.

Colleagues continue with weekly briefings, where any challenges or issues which help them to understand an individual girl’s specific circumstances or challenges are shared.

Is the work compulsory?

There is an expectation that all will complete the core work set by a teacher, with some optional follow up extension work available for those who are keen to do more in Melrose. Older students are encouraged to discuss with their teacher, if they are unclear about what the key/core work is or they are finding the work is too much or too little.

Completing key work will make the return to school much more manageable for pupil, students and teachers and seek to avoid the medium and long-term impact of missing key learning and a substantive time at school.

What will happen if work is not completed?

We will follow up with pupils, students and parents to try to understand what issues have prevented the student completing the work and to address those issues, so the student is supported and, where possible, the work is completed.

This will be done by the class teacher initially directly to the pupil or student and if the work is not forthcoming, the teacher in Melrose and the Tutor in the Senior School and Sixth Form will discuss this with the student. The Year Co-ordinator will be involved if there is continued concern about the engagement of the learner in the Senior School and Sixth Form, with the aim to try to remove whatever the barriers are.

What are the expectations for “live” lessons?

Some teachers will deliver live lessons online. These will usually be recorded so anyone not able to view the lesson live can access them later.

The teacher will be clear if they want pupils or students to have the camera turned on. The default is that cameras must be switched off during any online interaction. Our Acceptable Use policy is clear that no College images are to be copied, posted or shared outside of College. In 1:1 Learning Support lessons in Melrose, a responsible adult is expected to be present with the child during this.

In the Senior School 1:1 Learning Support, 1:1 counselling sessions and 1:1 pastoral meetings will be confidential to the people who are in the virtual meeting.

Girls should be dressed in appropriate daytime clothes, and not sitting on or in their beds for live lessons. If possible, they should not be in their bedrooms.

Are teachers available throughout the normal working day?

Every teacher has their own personal circumstances which they need to manage. Balancing work and family commitments adds an extra layer of challenge when working remotely. Teachers may not be able to respond immediately to queries but will do all they can to respond as quickly and effectively as they can, (usually within 24 hours of the query).

Key communication routes

- **Email** is the key communication for colleagues in College and for parents to contact College.
- **Teams** is key for pupils and students to use with their teachers, linked to lessons.
- **Face to face** is most valued at College and should be used when appropriate, with the virtual forum replicating one:one face to face interaction, as appropriate.

20th April 2020

Dear Upper Five and Upper Sixth Students,

Your teachers are currently working to provide the exam boards with the information they have requested in order to award your grades. We are following the guidance that has been issued by the Office of Qualifications and Examinations Regulation (Ofqual) and an outline of which is provided in their letter to students:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878854/Letter to students - Summer 2020 grading.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878854/Letter_to_students_-_Summer_2020_grading.pdf)

and in the video: <https://www.youtube.com/watch?v=VXuDOrtJY1Q&feature=youtu.be>

For A-level, we have agreed joint guidance with Elizabeth College.

Please be assured that your teachers will use a range of evidence from your studies and are working hard to try and be fair to all. We are glad that exam boards will take into account that we are a high achieving school and so that the expectations they have of you achieving your grades will be equally high. We know that not being able to sit your exams means that your grades are out of your control and that your teachers have been instructed by the exam boards not to discuss your grades with you, doing so can count as malpractice. Your hard work over the last two years is recognised and is what will help to inform your final grades, as you to progress to further education and/or future employment.

The Colleges' joint communication before Easter stated "For the first three weeks after the Easter Holiday Upper Five/Year 11 and Upper Sixth students will continue to have lessons in their subjects to ensure that specifications are completed and that previously covered material is assimilated. This will allow all subjects time to complete the syllabus and to develop the links between the different topics studied that is required for future studies or relevant employment. Students will also be given the opportunity to develop and apply the knowledge that they have studied to relevant applications." Please note that, with exception of some subject specific coursework that has already been set, this work will not be assessed and will not count toward the grades your teachers submit for you this summer. Teachers are instructed that no student should be disadvantaged by individual circumstances on any work completed after the closure of the Colleges.

However, this work is still important for three particular reasons:

1. You will still have the option of taking an examination later should you not wish to accept the grade awarded this summer
2. For some students the content may be important for further studies
3. For all students the skills that you will develop at this stage are important to be able to apply in the future. Your ability to actively engage, when the motivation to do so may be low, is also really important. When seeking employment now or in the future, you

should not be surprised if asked about how you responded to the challenges that you are currently facing. This will tell a future employer a lot about you!

Ofqual and the exam boards are still consulting on some of the arrangements and guidance in specific cases, including appeals, and we will try keep you informed with any relevant information as we get it. We will also issue further information regarding the teaching arrangements for 11th May onwards shortly.

I would reiterate that your teachers cannot answer any specific concerns relating to your grades and you should not contact them asking them to. If there are general queries that you have then we will try to answer them where we can and you can raise any queries either through your Tutors or direct to me.

The Department for Education has confirmed the original results dates stand: A-level on 13th August and GCSE on 20th August, contrary to earlier suggestions by Ofqual that they may be moved forward into July.

Please bear in mind that all students across the world are in a similar situation and that we, employers and educational providers, all want to see you are not disadvantaged as a result of the virus #inthistogether.



Mr H Barnes

Director of Studies

Sixth Forms in Partnership

Dear Parent/Guardian and Student,

We are writing to confirm the arrangements for GCSE and A-level students in terms of our academic and pastoral provision for them next term. The Ladies' College and Elizabeth College partnership at Sixth Form enables us to provide enhanced opportunities for students. We will continue to work together to ensure that students have appropriate provision that is meaningful and relevant to them through online lessons, learning activities and access to resources.

We would like to thank you for your patience as we have sought to put in place a meaningful programme for our students. We completely understand that exam periods are stressful at any time, and that the coronavirus pandemic has added considerable extra uncertainty. We are therefore pleased to be now able to provide you with an outline of the arrangements for the coming term. We will be sending out further information regarding the awarding of grades once we have reviewed the procedures.

For the first three weeks after the Easter Holiday Upper Five/Year 11 and Upper Sixth students will continue to have lessons in their subjects to ensure that specifications are completed and that previously covered material is assimilated. This will allow all subjects time to complete the syllabus and to develop the links between the different topics studied that is required for future studies or relevant employment. Students will also be given the opportunity to develop and apply the knowledge that they have studied to relevant applications.

In addition to the academic provision below, where we would usually not offer any further formal provision, we will continue to support students' wellbeing through social interaction, pastoral support by Tutors and others and by promoting health and fitness e.g. virtual fitness classes and yoga. Both colleges will also offer programmes of enrichment designed to develop thoughtful students and a sense of Citizenship, as well as to prepare students for future challenges and opportunities.

Lower Sixth students

Lessons will continue through our current provision including taught lessons and opportunities for discussion. Students should expect to spend the same time on their studies as if in school. Teachers will provide tasks and will provide online support and some lessons at times within their usual lesson timetable allocations.

Students should also take the opportunity to work on their EPQ, or the work that contributes towards the Colleges' Diploma, with the aim of completing it by the start of the Michaelmas Term. There will also be times when students will be able to discuss progress with their EPQ teachers.

Sixth Forms in Partnership

Academic Provision from Monday 11th May:

Upper Five/Year 11 students

Students will follow a taught programme to develop independent study skills and critical thinking. This will then build into either introducing the Extended Project Qualification or, along with appropriate online courses, into the Joint Colleges Diploma as they move into the Sixth Form.

Each A-level subject will make available resources and provide support to start the transition to A-level, explore the subject and what will be covered in the A-level course, develop curiosity and apply the independent study skills being taught alongside.

Upper Sixth students.

We will aid the process of transition to University or the world of employment through an enhanced careers programme. Students intending to go to University will also be encouraged and supported to prepare for the academic rigour required in their chosen subjects.

Digital skills are vital for many future employment and study options, even if just in the application! Many University courses in September are currently planned to be taught entirely online. We will offer students the opportunity to study professional qualifications that can lead to the award of the Microsoft Office Specialist or Microsoft Office Expert accreditation. These will be taught online and without additional costs to students.

Teachers across the two schools will be doing everything they can to support students in the weeks and months ahead. We are fully aware of concerns over the complications and possible impact of working from home. Tutors will be in contact with students to gain a better understanding of their individual situations and to offer pastoral support.

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 and others flexibly and sensitively.

We hope you and your families keep safe and well at this extraordinary time.

Yours sincerely,

Mr H Barnes
Director of Studies
The Ladies' College

Mr C Cottam
Assistant Principal (Head of Sixth Form)
Elizabeth College

COVID-19 – Coronavirus

Mental health and wellbeing guidance for parents/carers and children



This is an uncertain time and any worry and anxiety which you may be feeling is normal. It is important that we look after not only our physical health but also our mental health and in so doing, parents will be better placed to look after children. Remember the aeroplane safety briefings that advise putting on your own oxygen mask before helping others – it is like that.

Our circumstances may have changed but our children's needs have not - love, attention and opportunities to learn and play. In order to ensure that your child's core needs are met the 'five ways to wellbeing' offers a great template for you and your children. Involve them in planning ideas to cover each of these aspects to maintain wellbeing.

GIVE - Research tells us that giving helps people feel valuable and makes us happier. During this period you can involve your child in supporting friends, family or neighbours who may be isolated. For friends and family you could send pictures of them and their work/creations and for neighbours you could check they are able to get food and supplies and have your child help with listing and packing these. Support charities, locally or worldwide, which provide care for children and make your child aware of this.

Be ACTIVE - Getting regular daily exercise is important for everyone. There are a lot of websites and YouTube videos that can guide you, whatever your current physical capabilities. Encourage children to plan physical activities in the home or outside where possible, such as dance routines or assault courses. Older children may respond better to fitness videos.

CONNECT - Social connection is one of the most important ways that we can look after our mental wellbeing. Physical distancing is going to make that trickier but try to have regular phone calls with friends and family, and use a video chat app like Facetime or Skype where possible. For you, try to find things to talk about other than the virus (however difficult that might be at the moment) and for children perhaps they could read to other family members over video.

LEARN - Learning a new skill or honing an existing one gives us a sense of purpose and achievement. When we're busy we are less likely to have anxious thoughts and worries. Many people may now have more time to start a new hobby. Maybe learn something new WITH your child. When children are doing activities set by school, help them see these as learning rather than 'work'.

Take NOTICE - Take a break from the news and social media and concentrate on what is happening in the here and now; in your own body, thoughts and with family. There are many good mindfulness apps to try (e.g. Headspace) but if that is not for you then getting into something you enjoy, like cooking, drawing, reading and really focusing on it can be great. Encourage children to take notice of things, including how they are feeling.



If children or young people are at home for long periods due to physical distancing or self-isolation, the following advice may be of help.



Expect stress - this is an uncertain and unpredictable situation, stress and anxiety are normal.



Reassure children - that it is the adult's job to make sure things are ok and to keep them safe.



Routines - • Don't worry if the routine isn't perfect - please remember, this is not a normal situation.



Keep boundaries firm - expect the same standards of behaviour so that children feel safe.



Play - this is fundamental to wellbeing and development at all ages and a de-stressor for adults.



Normalise the experience - explain that many other people are in exactly the same situation.



Friends - Help children to keep in touch with friends - this builds resilience in children and young people.



Less rolling news - Reduce access to rolling news - as this could be overwhelming and distressing at present.



Supervise children with screens - monitor their activity and balance with off-screen activities.



School timetables - Do not try to replicate a full school timetable - there is no expectation that you will take on the role of teacher.



Focus on wellbeing - Avoid putting too much pressure on academic work - focus on wellbeing so children may learn well.



Develop some structure - and give children a say in what will be happening - by agreeing rules and routines as a 'family'.



Physical Wellbeing

The Health Improvement Commission has produced stay-at-home resources for parents/carers and these can be found at healthimprovement.gg/services/be-active/be-active-home



How to talk to children about COVID -19

When your child or young person is asking about COVID-19, below are seven simple tips from Save the Children.

- 1 Become informed and share the facts at your child's level of language and understanding.
- 2 Tailor your approach to your own child – will more information make them more anxious?
- 3 Approach the subject simply and calmly – so that your child sees that you are coping with it.
- 4 Ask your child what they know, answer their questions and address any misinformation.
- 5 Validate feelings and reassure – 'It is a bit scary but we are keeping safe and healthy by...' .
- 6 Remind them of what they can do – thorough hand-washing, covered coughing, sleeping well.
- 7 Model good hygiene and make it fun – a hand-washing song, going to bed rhyme etc



Praise

Praise is one of the most powerful yet poorly understood tools within our interactions with children. Through praise we support children to work out how to make the best choices – and then to keep on making them. Many schools in Guernsey have supported pupils to develop a **Growth Mindset** which promotes the process of learning itself as the point of the task. Through praise we should help children to think about how they can: grow and develop, embrace challenges, accept feedback, focus on the process, seek advice, not give up, learn from any mistakes.

Do it right. Do it well.



Praise the **process**
not the person



Focus on the **efforts**
not the outcome



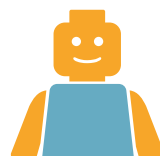
Be **specific**. Avoid
generic statements



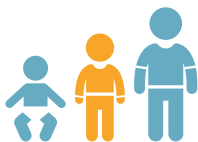
Use **simple** statements



Do not **overpraise**



Be **genuine**
and sincere



Give **age appropriate**
praise



Avoid **comparisons**



Catch your child
doing good

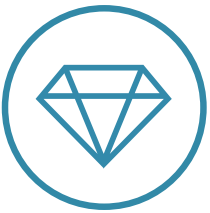
How do you
praise your child?





Keeping children safe

NCA-CEOP is a UK organisation which protects children and young people and it has produced the Thinkuknow education programme to keep all ages of children and young people safe from harm. It's a great interactive tool so please follow this link to find it: [thinkuknow.co.uk/](https://www.thinkuknow.co.uk/)



Great things

Please do not underestimate the importance of the time which you spend at home with your child.

*'Our children are the rock on which our future will be built, our greatest asset as a nation. They will be the leaders of our country, the creators of our national wealth, those who care for and protect our people', **Nelson Mandela***

Student Achievements

Lent Mark Reading 2020



The Ladies' College
Guernsey

The Duke of Edinburgh's Award



Bronze Award

Abigail Bran
Megan Lucas
Robyn Surcombe

Silver Award

Eva Haenel
Amy-Jane Mealing



The Ladies' College, Guernsey Music Department

Music Awards

The Associated Board of the Royal Schools of Music

Grade 4: Singing - Holly Hay
Grade 5: Music Theory- Alexandra Dorey
Music Theory - Mae Ingrouille
Piano - Genevieve Evans
Piano - Robyn Surcombe
Alto Saxophone - Hannah Jones
Grade 8 Singing - Imogen Mitchenall

Trinity College London

Grade 3: Violin - Poppy Elliott
Grade 4: Double Bass - Hannah Livestro
Cello- Lily Jones
Grade 5: Violin - Emma Bertrand
Flute - Lily Le Tocq
Grade 7: Viola -Lucy Whiteman

Rock School

Entry Level 3: Bass - Olivia Morgan

Art

The Sovereign Art Foundation Students Prizes Guernsey 2019

Highly Commended Certificates:

Rosa Bonner-Morgan
Sophie Brown
Emily Howat (former student)
Sophie Riddiford
Suzannah Tostevin

Merit Award Certificates:

Abigail Bran
Grace Clark
Rosie Morris
Emily Northmore
Eleanor Sauvarin
Elise Swain
Lucinda Yang



Mathematics Department

UKMT Senior Mathematical Challenge 2019

Last term, seven of our Sixth Form Mathematicians took part in this competition which encourages students to solve interesting problems using logic and mathematical reasoning. We are very pleased to advise the following successes:

Lower Sixth Certificates

Bronze and Best in Year
Pia Thapliyal

Upper Sixth Certificates

Bronze
Bethany Ferry
Hannah Langlois
Marina Haynes

Silver and Best in Year and Best in School
Daisy Whiteman

UKMT Intermediate Mathematical Challenge 2019

This level of the competition was undertaken by Mathematicians in Upper Four and Lower Five. The successful students were:

Upper Four

Bronze
Amy Paige
Amy Haines
Flo Wenlock
Zoe Hubbard
Alexandra Dorey who was also awarded Best in Year

Lower Five

Bronze
Fabienne Carpentier
Victoria Hancock
Charlotte Howat
Sophie Kent
Julia Madden
Ria Thapliyal
Freya Guezo
Evie McGall
Bex Philp

Silver

Rosie Morris
Eve Walley who was also awarded Best in Year and Best in School

The Ladies' College English Department



Guernsey Eisteddfod Certificates

22 Merits
19 First Class
3 Honours

Trophies Awarded

Edith Messenger Trophy:
Christina Kennedy

Junior Prix D'Honneur for Prose:
Jasmine Morgan

Golden Jubilee Cup:
Polly Gilligan

House Spelling Bee

This year's finalists were:

Emma Holt,
Grace Clark,
Evie Patterson,
Imogen Le Page,
Talia Godet,
Uma Sharma,
Molly Robinson
Thea Adam

The individual joint winners were
Imogen Le Page (Durand) and Uma
Sharma (Brock)

The combined results for the
Houses were:

4th - Carey
3rd - de Sausmarez
2nd - Durand
1st - Brock

'Well done to all the girls who took
part!'

Sixth Form Diploma

The following girls achieved success in the Joint Partnership Sixth Form Diploma:

Distinction

Florence Falla
Bethany Ferry
Niamh Gill
Cecile Le Clerc
Imogen Mitchenall
Alex Oliver
Orla Rabey
Abi Tustin
Lois Vidamour
Maisie Bisson
Marina Haynes
Jasmine King
Hannah Langlois
Leah Langmead
Suzannah Tostevin
Maeve Tully
Rosa Bonner-Morgan
Sophie Brown
Katie Connolly
Anna Davies
Ingrid Morley
Emily Savident
Abigail Tardivel
Jemma Taylor
Sophie De La Mare
Ella James
Elizabeth Kennedy
Maxime King
Amelia Lees
Louise Madden
Sophie Raffray
Jennifer Thomas
Daisy Whiteman

Merit

Courtney Endres
Elise Le Breton
Iri Le Conte
Elise Mellor
Millie Garnett
Rosie Home
Emily Driscoll
Veronika Fletcher
Isabelle Walker

Pass

Olivia Ventress-Kent
Ellie Purvis
Trinity Herpe
Charlotte Le Sauvage
Imogen Gill

PE DEPARTMENT

Sports Colours

Junior Hockey

Katherine Dodd
Genevieve Swainston
Charlotte Griggs
Isabelle Lowe
Lucy Clarke
Lola Wakefield
Grace Edwards

Senior Hockey

Hattie Clayton
Ria Thapliyal

Sixth Form Hockey

Harriet Huxtable
Phoebe Crook
Pia Thapliyal

Junior Netball

Katie Oliver
Amélie Le Prevost
Charlotte Griggs
Mathilda Litten
Hannah Kennedy
Martha Williams
Lily Medlock
Molly Norman
Freya Walley
Lola Wakefield
Genevieve Swainston

Senior Netball

Harriet Savident
Sophie Kent
Evie McGall
Megan Digard
Charlotte Howat
Eve Walley
Maisie Webster
Fabienne Carpentier
Hattie Clayton
Imogen Johnson

Sixth Form Netball

Paget Walker
Beth Robinson
Grace Moorshead
Megan Wyatt-Nicolle

Junior Gymnastics

Sophia Eisenhuth
Emilia Ozanne
Lily Medlock
Olivia Usher

Senior Gymnastics

Zoe Hubbard

Junior Badminton

Jessica Duncan
Célestine Mahieux

Senior Badminton

Ria Thapliyal
Hannah Jones

Outstanding Contribution Trophies

Junior Hockey: Minnie Swaisland

Senior Hockey: Emily Savident

Outstanding Netballer: Megan Wyatt-Nicolle

House Events.

Senior House Hockey

4th Durand
3rd de Sausmarez
1st Brock & Carey

Junior House Hockey

Remove and Lower Four combined

3rd Brock & Durand
2nd Carey
1st de Sausmarez

House Photography

There were some fabulous entries this year from all Houses on the theme of 'Contrast in Nature'. The girls were encouraged to think about variations in texture, colour, size and age of objects found in the natural world and illustrate examples of contrast. The results were:

4th - Durand
3rd - Brock
2nd - de Sausmarez
1st - Carey

The Housepoint totals for this term are

4th	Carey	328
3rd	de Sausmarez	349
2nd	Durand	363
1st	Brock	389

Quiz results so far for students

4th	Brock	320
3rd	Carey	330
2nd	Durand	341
1st	de Sausmarez	342

Quiz results so far for Staff

4th	de Sausmarez	50.5
3rd	Carey	64.5
2nd	Durand	66
1st	Brock	66.5



Outside of College

Badminton

At the end of January Grace Edwards in Lower Four took part in the Guernsey Badminton Open Handicap Tournament. Our own Miss Johnson and Grace were victorious in the Doubles and Grace was also the winner in the Singles. Following that, Grace competed at the U19 Inter-insular against Jersey and helped Guernsey to a convincing 23-7 win.

Staff Leaving

Mr Martires



The Ladies' College
Guernsey