

Remote working – a guide for parents/carers

As you are aware, the government has no plans to reopen schools and an extended closure until the end of Term 5 and maybe Term 6 is possible.

We therefore thought it would be sensible to re-issue some updated guidance while your child is at home – these updates have been highlighted. It is possible that this will again change over time and we will update these guidelines based on new information. We have created a “Policy on Distance Learning during prolonged school closures” which will be available once it has been approved by the Governing Body. You will then be able to download this from the School’s website.

For Year 11 and Year 13 parents/carers:

Please be assured that Senior Leaders, Heads of Department and classroom teachers are working on the Centre Assessed Grades for the GCSE and A Level students. We are not able to discuss your child’s grades with you or your child – this is a restriction placed on us by Ofqual and the exam boards.

As mentioned in previous correspondence, we are no setting work for Year 11 and Year 13. Mr Blowers, Assistant Head (Director of Sixth Form), will be in contact shortly with Year 11s who are planning to return to Sixth Form regarding work that they should be doing to prepare themselves for their chosen A Level subjects.

Getting organised

1. Students should have got themselves organised with a routine about when/how they will learn and have discussed this with you so it fits in with family life.

How you can support

2. It may be useful to have a copy of your child’s timetable to hand, so everyone is aware of the schedule, however it may be useful to discuss the family’s routine and a “how are we going to make this work” conversation. Avoiding unnecessary conflict is in everyone’s interests and there may be times when your child is not in the mood for working and you are best placed to judge how to manage that.
3. While your child is working, you may wish to think about some ground rules around mobile phones as these can be a huge distraction.
4. If possible, it would be useful if your child can have access to an appropriate place to work. It may be that this is not possible if there are many people working from home.
5. As always, it would help your child if you took an active interest in the work that has been set, encouraging them to stay on track. However, we do acknowledge that many of you will have competing pressures with other children and potentially working from home yourself.
6. There is also a new online learning pack connected with E-Safety and staying safe online. There will be updates every fortnight, with different activities for [ages 11-13](#) and [ages 14+](#)

Accessing and completing work

7. Following feedback from the two weeks before Easter, we have asked teachers to:
 - make the work available for 8am on the day your child has that timetabled lesson
 - offer a realistic time frame in which the work should be completed, rather than that same day
 - suggest how the work can be broken down into more manageable tasks if it extends over several lessons
 - provide some appropriate weblinks to videos/webpages as a starting point for research-based tasks
 - share answers or a model answer via ClassCharts where the task requires it and let the students know if/when/how answers will be shared
 - use online packages which departments subscribe to (such as Kerboodle, MyMaths, Active Learn) which will provide them with instant feedback
 - be on hand (where possible) to respond to questions from students once they have exhausted other options of finding out the answer
 - issue reward points to students via ClassCharts to acknowledge their work and effort (where appropriate)

Please do remember that teachers may be unwell or looking after a family member who is unwell, so there will be some occasions when this is not possible. It is therefore important that we are all flexible as we adapt to an ever-changing picture and we are grateful to your support with this.

8. The teachers will be changing the amount of “directed work” that they set on ClassCharts.

▪ **For Key Stage 3 classes:**

The expectation will be 30-40 minutes of work set for every lesson

▪ **For Year 10 classes:**

The expectation will be 30-40 minutes of work set for every lesson

▪ **For Year 12 classes:**

The expectation will be 60 minutes of work set for every lesson

9. This will still provide your child with about three hours’ structured learning a day¹ and allow them to keep a routine around learning. This also means that they can keep up to date with work, if there are competing needs for technology in the family home. However, we would expect them to do some independent learning each day from the section called ‘Enrichment of Learning’ later in this document.

Communicating with staff

10. If students have any questions that crop up while they are doing the work, it may be that a Teaching Assistant or teacher can help them if they send them a polite email from their school email account. Before they do that, they should try and work out if there is someone else who can help (parent, carer, sibling, friend). If they are unsure or stuck, they can always move on to the next lesson’s work or there are other interesting things you can do to support their learning – see point 14 below and the next pages.
11. It is important to remember that some St Laurence staff are providing childcare at school for key workers’ children (and during the Easter holidays), so that core services like the NHS can function. They cannot be on hand to reply to the students and parental requests. We will be trying our best, but we all need to understand that we will not be able to provide our usual level of service and we need to be upfront about that. We are grateful to the numerous parents that have contacted us with their appreciation of what we are doing.

Students’ well-being

12. While the students work from home, it is important that they take regular breaks from the computer to avoid eyestrain, have a proper lunch away from their work and start/finish work at an appropriate time. There is no expectation of doing any more at home than they would have done at school.
13. This is a strange time for everyone, and it is important to remember that lots of people will be feeling a range of emotions. They have been reminded that there will be times when it may be tense if they are at home with many family members in self-isolation and we have asked them to be patient and considerate, especially if they need to share ICT equipment.
14. If the weather is nice, we have suggested that they try and get some fresh air, either in the garden (if they have one) or in a local park (if allowed to do so) and refer to some of the ideas below. We ask you to ensure they follow the rules and stay home as much as they can to stay themselves safe to keep others safe.

Internal Exams:

15. Unsurprisingly, there will not be any internal exams this year for Year 9, Year 10 and Year 12. It is therefore important that students in these year groups do some independent revision of work they have done this year to help them prepare for September.

Opportunities for Feedback:

¹ <https://www.bbc.co.uk/news/education-52151411>

16. Feedback is important to help your child in learning/understanding and will allow them to maintain motivation during this period. We have therefore created a schedule for assessment over Term 5 (and provisionally into Term 6). Other subjects will continue to set work alongside this schedule but students will **only** receive bespoke feedback in these key pieces.

- It is an expectation that **one** key piece of work will be set in the subjects (at the start of the two-week block) and this will need submitting (before the end of the same block), according to the schedule below.
- For example, on 27th April, Computing, RE and Music tasks will be set for Year 7s whereas Year 8s will be set Maths, MFL and Geography tasks. These would then need to be submitted by 8th May, the end of Block 1.
- Your child will, of course, still receive work in other subjects but that won't need submitting.
- We would encourage you to liaise with your child's class teacher via email if there are any foreseeable problems
- Teachers will use the title "key piece for feedback" in ClassCharts so you and your child are aware:

For example:

Homework
✕

Set homework
View homework
Templates

Name *

Describe the task for your students *

B I U ☒ ☒ X' X, 14 ▾ A ☒ ☒ ☒ ☒ ☒

Schedule for Feedback:

	Block 1 27 th April – 8 th May	Block 2 11 th May – 23 rd May	HALF-TERM	Block 3 1 st June – 12 th June	Block 4 15 th June – 26 th June
	all subjects will continue to set work during term-time for timetabled lessons				
Year 7	RE, Music, Computing	Maths, French, Geography		German, English, Drama	Science, History, DT
Year 8	Maths, MFL, Geography	English, RE, Music		Science, History, DT	Computing, Drama
Year 9	Science, History, DT	Computing, Drama		English, RE, Music	Maths, MFL, Geography
Year 10 GCSE subjects	English Literature, German, Dance, Biology, Computing	Physics, History, Drama, DT, Art, Graphics		Maths, Geography, Music, Philosophy & Ethics, Sports Studies, PE	English, Food, Business, Chemistry, French
Year 12 A Level subjects	Geography, Chemistry, Photography, Sociology, Philosophy & Ethics	English Literature, English Lit/Lang, Maths, Art, Business Studies, PE		Biology, Graphics, German, Law, Film Studies	History, Physics, Psychology, French, Theatre Studies, Further Maths

Dance, Art, PE and PSHE will continue with their project-based work at Key Stage 3, rather than issue key learning tasks

Enrichment of Learning

Here is a range of educational activities that have been shared with the students at St Laurence to be completed independently during the school week. These do not require direction or instruction from St Laurence staff and can be online or offline depending on individual preference. Your child can pick and choose what interests, maybe involve other members of your family. The list below isn't exhaustive and there will be other ideas that have not been considered:

BBC and Department for Education

- [BBC Bitesize](#) is offering online learning to complement the curriculum and the [Department for Education](#) has produced a range of useful resources
- The BBC is planning to show a variety of educational programmes starting Monday 20 April as well as there being other educational programmes and channels on TV
- There are a range of resources available via [The National Academy](#)

English/Literacy

- [Literacy Shed](#) has Short clips organised into themes most come with suggestions for writing ideas, comprehension questions and wider learning opportunities
- [Once upon a picture](#) has a variety of images and prompts to inspire writing
- [Audible](#) has made available a selection of stories (fiction and non-fiction) for free in a variety of languages and age categories
- Reading is always an excellent activity so choose a book you have at home, or look at the [Kindle store](#) for free books or on the [National Literacy Trust](#) website or [Hogwarts'](#) doors are open
- Complete wider reading for a subject you enjoy and use the school's [reading list](#) to help you choose a book/online resource

Maths, Computing and Science

- Carol Vorderman is teaching Maths on [The Maths Factor](#)
- [Corbett Maths](#) has videos, quizzes to keep skills sharp
- [Scratch](#) allows you to practise coding and programming skills
- Visit [NASA's](#) website and participate in any of their activities or investigate free [STEM](#) related activities and resources
- [Mystery Science](#) is offering free science lessons

Cultural

- Many cultural opportunities are free:
 - The [Vienna State Opera](#) has a daily opera which you can stream
 - The [Royal Opera House](#) offers a range of performances
 - The [Berlin Philharmonic Orchestra](#) offers access to their music catalogue
 - You can visit [The Pergamon](#) in Berlin, [Uffizi](#) in Florence, [Van Gogh](#) in Amsterdam, [Musée d'Orsay](#) in Paris, [The British Museum](#) in London as well as many others through a google search
- Watch a filmed version of a [stage performance](#), possibly a Shakespeare text
- Complete a creative task such as painting, drawing, collaging, photography, bullet journaling or writing a poem
- Watch an age-appropriate film you've never seen before which is at least 20 years old and tell someone else all about it

Well-being

- Joe Wicks is hosting PE lessons on [YouTube](#) to stay active at home
- The [Youth Sport Trust](#) has a variety of activities that can be completed at home and can be adapted to suit a range of ages and abilities
- The [FA SuperKicks](#) is available with hundreds of challenges with various levels built in for young people to try
- [Gymnastics HQ](#) has developed a series of activity plans to keep active and practising your gymnastics

- Decluttering your bedroom and consider the items you no longer need and put them aside to recycle or donate later to a local charity shop
- [Smiling Mind](#) offers short audio sessions to help with mindfulness
- There are a range of online Dance classes via [Rambert Home Studio](#)
- Maybe keep a journal or reflect on the time since school has closed. List the positives that have come out of the last few weeks. What are you thankful for? What are you looking forward to? What do you miss? What have you learnt about yourself? What's important to you? What might you change about your life?

Other

- Challenge yourself to learn to [touch type](#) which is a great skill
- The [National Trust 50 things to do](#) has outdoor activities to do all year round, from watching the sunset to creating some wild art
- [Edinburgh Zoo](#) and [San Diego Zoo](#) are offering a virtual tour
- [Disney World](#) is offering 360 panoramas of their theme parks
- There are online visits to 32 [National Parks in the USA](#), including Yellowstone and Grand Canyon
- There are crossword or puzzles such as Sudoku in daily newspapers or play educational board games, such as quiz games, Scrabble etc
- Learn to cook a new meal/or bake a cake from a recipe book or find one on [BBC Food](#)
- If appropriate, help in the garden and learn some new skills or grow some herbs and experiment with seeds in small pots/containers
- Learn some new key phrases in a new language via Duolingo or improve your French and German
- Research the qualifications you are carrying on to study at GCSE/A level or college or university. Read around the subject using online resources or investigate different careers you may be interested in pursuing. The login for [EClips](#) is "foepho00"
- Join an organisation such as [Amnesty International](#) or write an email to your MP about an issue that concerns you
- Visit the [Crest Award](#) page and scroll to the Bronze or Silver award and complete any activities suggested
- The [Scouts Great Indoors](#) has switched the focus from the great outdoors to indoors and the Scout movement have created lots of activities to keep children busy

COVID-19: How to protect your mental health - Focus on your emotional wellbeing!

If you are feeling your anxiety levels rising due to the COVID-19 outbreak, firstly, it is important for you to know you are not alone! Secondly, there are ways to protect your mental health during this difficult time.

How can I protect our mental health?

If you find watching the news or the constant circulation of information on social media too much, limit the amount of time you spend reading or watching things that are not making you feel better.



Perhaps decide on a specific time to check in with the news or use news platforms that the school have recommended. You can also mute stories or hashtags that are causing you any distress and switch of your social media.

There is a lot of misinformation swirling around - stay informed by sticking to trusted sources. The following sources will provide you with accurate information:

- ✓ NHS website
- ✓ 111.NHS.UK
- ✓ GOV.UK website
- ✓ World Health Organisation (WHO)

How do I keep myself occupied?

You will be provided with work to complete from subject areas and we recommend that you follow the structure of your timetable to help you keep a daily routine.

There is also a range of activities you can do to protect your mental health and wellbeing.



TALK & LISTEN,
BE THERE,
FEEL CONNECTED

Stay connected with people

If you must self-isolate, it is important that you stay connected to your friends and family. We are lucky that social media and our phones allow us to keep in contact with the people we care about. There are different ways you can communicate online for example there are many games you can play against your friends. Skype! <https://papergames.io/en/connect4>



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD

Be active!

You may not be able to play group games such as football; however, that does not mean you cannot exercise. You can still go for a walk or run if you keep to social distancing guidelines. There are also lots of free apps, YouTube videos and online resources to help you work out at home. However, the safest place to be (for you and others) is at home and this supports the NHS cope with the situation.



REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY

Take notice!

Remember the things that make you HAPPY!

Make a thankful jar – even in these difficult times, there are plenty of things to be grateful for.

Create a time capsule of things that bring you joy.

Plant some seeds and watch them grow.

Write a mindfulness journal or spend some time completing mindfulness art.



EMBRACE NEW EXPERIENCES. SEE OPPORTUNITIES. SURPRISE YOURSELF

Keep learning!

Now is the time to develop a new skill and learn more about the world we live. Maybe you have an instrument that you have never mastered or a desire to learn how to crochet, origami (www.youtube.com/watch?v=wWVppdfYOx8&safe=active), a new language or to cook - now is the time!

There are plenty of free tutorials online to help you learn new skills.

Are you interested in writing if so enter a young writers competition -

<https://www.youngwriters.co.uk/competitions>

You may not be able to visit a museum but you can take a virtual tour of one -

https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours?fbclid=IwAR3MqGu_OgxTkJdue9TFcfa7lappGL7pDq-D2AVhpIDLH35jiPfcZrK6Qw

You could also take a virtual field trip to one of the following places:

- San Diego Zoo - <https://kids.sandiegozoo.org/>
- Mars - <https://accessmars.withgoogle.com/>
- The Louvre - <https://www.louvre.fr/en/visites-en-ligne>



Your time, your words, your presence

Give!

You may not be able to visit elderly relatives or friends; this does not mean you can't show them you care. You could write them a good old-fashioned letter and a little care package to open with some photos and treats to make them smile. It might be possible for you to offer to collect food for them or items that they need, depending on the latest government guidance.

And don't forget that you can always help out at home with the cleaning, cooking, decorating and washing!

If you need extra support whilst not in school, you can visit one of the sites for advice:

- www.mind.org.uk
- <https://www.youthaccess.org.uk/services/find-your-local-service>
- www.kooth.com



"Nothing beats kindness," said the horse. "It sits quietly beyond all things."