



1	<p>WE ARE IN A STAGE OF ADJUSTMENT</p> <p>Be patient.</p>	<p>Feedback from parents and teachers following the first week of remote Teaching and Learning is very positive. We recognise that the quantity, scope and quality of learning during school closure is not going to be perfect. It is about doing the best we can in a difficult situation, balancing learning with an appreciation of the challenging context teachers, students and parents find themselves in. It will not be 'business as usual' and we must not expect the learning process or the curriculum coverage itself to be the same as would have happened in school.</p>
2	<p>LEARNING IS GOING TO LOOK DIFFERENT AND STUDENTS MAY BE LESS PRODUCTIVE</p> <p>Be measured.</p>	<p>Our expectations have to be realistic and sensitive to the situation. It is important to recognise that the normal curriculum cannot be followed in the usual way. We can't expect parents to 'home school' children but we can try to give activities, guidance and support that will help everyone to do the best they can within the situation as it unfolds.</p>
3	<p>COMMUNICATION OF LESSONS TO STUDENTS</p> <p>Communicate clearly.</p>	<p>Students and teachers have been sent guidance on how to limit and simplify their communication on Google Classroom. It is suggested that parents turn off the email alerts from Google Classroom as students will still be able to access this from their Google classroom where the communication will be contextualised for them.</p> <p>We will not be emailing a family unless we absolutely need to.</p>
4	<p>TIME ALLOCATED TO EACH LESSON</p> <p>Do not expect as much.</p>	<p>Home Learning during this period is not the same as homework previously. We know that students have to continue their learning in the absence of repeating a school year and that outcomes for them will be comparative; that is to say those that engage in work during the school closure will clearly have better outcomes than those who do not. However, we have to recognise that when in school students do not solidly attend to tasks throughout an hour's lesson - there is didactic teaching, questioning and peer collaboration to pace teaching. Online lessons need to reflect this and work to a maximum lesson time;</p> <p>Years 7, 8, 9 and 10; 40 minutes (daily total of 3hr and 20mins daily) Any optional extension tasks will be in addition to this and will be clearly labelled "optional" so that students are aware that the task is not mandatory.</p> <p>Work set for 11 and 13 will be limited until we know more from Ofqual.</p>
5	<p>EXPECTATIONS FOR WORK COMPLETION</p> <p>Be realistic.</p>	<p>We do not know the circumstances of all of our families; some students will be caring for younger siblings, their parents may be working from home and be unable to support them, there are many scenarios that we might imagine. We recognise subject difference; what is right for English won't be for Art. Some subjects may wish to set a weekly task (that covers a series of lessons), whereas others will need to set on the day as per the timetable. SEN students will find much of this current process challenging. Setting children shorter manageable tasks that focus on consolidation will be important. There are also a lot of resources available via the TES show link below:</p> <p>https://www.tessenshow.co.uk/london/news/articles/coronavirus-home-education-resources-for-schools-teachers-and-parents</p> <p>All work will be set with clear time limits / expectations and where appropriate, optional extension and challenge activities. If set work over a sequence of lessons, students will be reminded where to find the original instructions. Students can private message questions to teachers over Google Classroom or ask a question in the group forum where other students might be able to assist also. Students who are not regularly completing work can be noted and contacted to see if they require support.</p>
6	<p>CONSOLIDATION OF PRIOR LEARNING</p> <p>Re-visit the curriculum that has been taught.</p>	<p>We want students to remain confident learners. A focus on the consolidation of knowledge, with regular revisiting and embedding learning will benefit everyone and bring about a sense of sustained achievement.</p> <p>The normal role of teachers in explaining new concepts and correcting misconceptions is going to be trickier and perhaps the greatest challenge to our teaching and learning model of Explain Practice Test. We need to consider what are the essential concepts that are critical for us to teach over the next three months. This is potentially a good opportunity to help pupils become fluent in key aspects of the curriculum and thus lay solid foundations for when we are back in school.</p>
6	<p>USE OF SPACED REPETITION</p> <p>Encourage independent practice.</p>	<p>Activities that require pupils to systematically retrieve information from their memories can be highly effective. Pupils can do this using traditional flash cards. But there are also online tools too that use special algorithms to identify what you are struggling to remember and ask you about this content more frequently until it is embedded. This approach may be particularly useful for Year 10 and Year 12 students.</p> <p>Have a look at and introduce students to;</p> <p>Brainscape - https://www.brainscape.com/</p> <p>Seneca Learning - https://www.senecalearning.com/</p> <p>Kahoot - https://kahoot.com/schools-u/</p> <p>Quizlet - https://quizlet.com/</p> <p>Socrative - https://socrative.com/</p>
7	<p>ASSESSMENT - LOW STAKES ONLY</p> <p>Formative and not summative.</p>	<p>It will be hard for teachers to draw meaningful summative conclusions about the extent of progress students have made. Assessment should be formative in purpose, group feedback and react tasks might be more frequent than detailed individual feedback helping pupils get a sense of what they've understood and remembered, and which bits they might need to return to. Teachers and students know the benefits of low stakes testing and students are well versed in its purpose. It links to the consolidation of learning and spaced repetition. Self assessment using mark schemes / answer sheets can support student progress and allow parental support.</p>
8	<p>TIME FOR DEAR</p> <p>Develop essential skills independently.</p>	<p>This is a great opportunity for students to read. Setting a piece of reading with the requirement for a short summary is an excellent activity. There are also a number of free audiobooks available for all ages: https://stories.audible.com/start-listen</p> <p>Reluctant readers might want to start with short stories or non fiction texts which can support the development of reading and comprehension skills.</p>
9	<p>COLLABORATION</p> <p>We don't work in silos!</p>	<p>Our greatest gift is that we are a community. We, teachers and support staff, should be talking to each other, sharing the workload and finding a new way to be together when we are remote. Students too should collaborate with their peers when completing work and keep in contact with their friends.</p>





Dear Parent / Carer

Please can I ask you to take the time to read this document. In it you will find some helpful advice and some essential information to enable you to support your child / children during this period of school closure. At the bottom of the School's home web page you will find a 'Latest News' link, please use this to find answers to any questions that you might have during school closure.

Kind regards,

Alison Foster
Deputy Headteacher

PARENTAL SUPPORT FOR STUDENT'S VIRTUAL LEARNING

Vyners students are expected to continue to engage with learning in the event of site closure as a parent or carer you should encourage and support students in this. The guidance will help to ensure learning can take place remotely if the school site is closed. The general principle is that although the site is closed the school is 'virtually' open and learning continues to take place.

1. Parents should encourage their children to have a fixed period of study during the day in which they check their email and Google Classroom for work and then complete it.
2. Work will be put onto Google Classroom for each lesson that a child has on their timetable for that day.
3. Parents should make sure that their children have a quiet place to study free of distractions
4. Parents should let the school know if they don't have the facilities at home to enable virtual learning.
5. Parents should be mindful that communication between student and teacher will only ever happen between Vyners email accounts and on Google Classroom.
6. Parents should be aware that teachers and students will not be engaging in any technology assisted face to face tuition or group learning.
7. In the event your child becomes unwell and therefore unable to complete the daily work set on Google Classroom you should email attendance@vynersschool.co.uk who will inform their teachers.

STUDENTS RESPONSIBILITY TO ENGAGE WITH VIRTUAL LEARNING

1. Vyners students are expected to continue to engage with learning in the event of site closure. The below responsibilities and tasks ensure learning can take place remotely if the school site is closed. The general principle is that although the site is closed the school is 'virtually' open and learning continues to take place.
2. Students should access Google Classroom every day where they will be given work and instructions for their learning for the day from their teacher in the form of an email.
3. Students should access Google Classroom to find the resources they need for learning or follow instructions from their teachers about where to find resources.
4. Students will submit work via Google Classroom to their teacher.
5. In the event a student becomes unwell and therefore unable to do the above their parent or carer should email attendance@vynersschool.co.uk who will inform their teachers.
6. Students should be aware that the Behaviour Policy exists beyond the jurisdiction of the school site and are reminded to ensure that they communicate with teachers in an appropriate manner.

MENTAL HEALTH AND WELL-BEING

Not all children respond to stress in the same way but it is important to be aware of changes in their behaviour so that they can be supported. Some common changes to look out for include;

- Excessive crying or irritation - particularly in younger children.
- Returning to behaviours that they have outgrown,

SUPPORTING YOUR CHILD

- Take time to talk to children about the COVID-19 outbreak. Answer questions and share facts in a way that your child can understand.
- Reassure your child that they are safe. Let them know it is ok if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.

for example bedwetting.

- Excessive worry or sadness.
- Unhealthy eating or sleeping habits.
- Irritability and “acting out” behaviours.
- Avoidance of school work
- Difficulty with attention and concentration.
- Avoidance of activities that they have enjoyed in the past.
- Unexplained headaches or body pain.
- Use of alcohol,tobacco or other drugs.

- Limit your family’s exposure to the news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about the things they do not understand.
- Try to keep up with regular routines when the school is closed; create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise and eat well. Connect with your friends and family members.

SAFEGUARDING

If at any time during school closure you are concerned about the safety of your child or any child please email

safeguarding@vynersschool.org.uk



Additional guidance for supporting students working at home

Students in Y11 and Y13

Schools will be receiving detailed information with regard to how exam boards will calculate a final exam grade but we have been told that the data that will be taken into account includes prior attainment data (KS2 SATS / GCSE APS), trial exam results, practical and coursework grades and teacher assessment. There is no indication of the weighting of this data at the present time. Teachers and exam boards are absolutely aware that grades for some students can increase between March and May, and this will all be taken into account when we consider the data for submission. Please be assured that a positive, holistic yet realistic predicted grade will be given. These will be reviewed by the Senior Leadership Team before submission in order to ensure that they are accurate and a fair reflection of the student's capabilities if they were to continue working hard leading up to exams. *We would ask that you do not attempt to contact your child's teachers about this matter.*

At this time we would usually be advising Y11 and Y13 students to work diligently and methodically and to revise with increasing intensity and frequency. However, given the current situation, we appreciate that this level of intensity is not necessary at the moment.

It is vital that students continue to study and to complete set work in order to prevent gaps in their knowledge and to retain information for two key reasons. Firstly, they may be continuing their studies in the subject in the autumn term so need to ensure that their knowledge base supports the jump to the next level of study, whether in sixth form or university. This knowledge will also support them in any sixth form assessments early in the autumn term. Secondly, the appeals process includes the opportunity to sit exams early in the next academic year, so it is important that students keep on top of their studies in light of this. We are not sure what form these exams will take but it is likely that they will be in the style of exam papers that students have been preparing for this academic year.

Therefore, although students will not be required to work at the intensity that would normally be required during this period, it remains vital that any set work continues to be done to a high standard. Students should check Google Classroom and school email regularly as these will be the main forms of communication over the next few weeks. It is best to stick to a school timetable as teachers will be scheduling work for each lesson as it would have been taught. Students should follow all teacher instructions and make sure that they keep on top of all work and meet deadlines as indicated by teachers.

Students should engage in activities that promote regular recall of information learnt. This will ensure that facts and concepts stored in their long term memory remain accessible. Examples of such activities include:

- Reading i.e. articles related to the subject matter



- Quizzing (e.g. online quizzes such as Seneca learning, MyMaths, etc.)
- Mind Mapping and summarising
- Extension activities (e.g. most sixth form students will have access to PiXL independence resources for each subject)
- Elaboration - explaining to someone at home what you have learnt in detail

Family members can support these processes by discussing what has been learnt and / or testing. You do not need to know the answers!

We will issue any further information as we receive it but it is unlikely that students will know which subjects, if any, they will opt to sit an exam in so therefore we are making the above recommendations to support all students as we move forward.

Year 12

This is an unprecedented situation and there are no answers to many of the questions you must have about learning, exams and UCAS applications. I think it is safe to say that we will be away from school for a significant amount of time. Therefore, it is vital that students in Year 12 stay in a routine of studying hard and complete the work that is set by their teachers in order to avoid having a gap in their knowledge when they return to school. There is no indication that final exams will be adapted as a result of this situation so we have to assume that Year 12 students will sit full A level exams next year.

Students should check Google Classroom daily as work will be there for every lesson. Students should complete all work by the deadlines set and where relevant submit work via Google Classroom. Tasks may also include assessments, which should be done as instructed by teachers, following any time limitations issued.

It is likely that we will run assessments early in the autumn term to ensure continuity is maintained so students should check Google Classroom and emails for further information with regard to studying and revision.

Years 9 and 10

This is an unprecedented situation and there are no answers to many of the questions you must have about the current situation and any impact on the GCSE exams next year and beyond. I think it is safe to say that we will be away from school for a significant amount of time. Therefore, it is vital that students in Years 9 and 10 stay in a routine of studying hard and complete the work that is set by their teachers in order to avoid having a gap in their knowledge when they return to school. There is no indication that final exams will be adapted as a result of this situation so we have to assume that Year 10 students will sit full GCSE exams next year.

Students should check Google Classroom as work will be there for every lesson. Students should complete all work by the deadlines set and where relevant submit work via Google



Classroom. Tasks may also include assessments, which should be done as instructed by teachers, following any time limitations issued.

It is likely that we will run assessments early in the autumn term to ensure continuity is maintained so students should check Google Classroom and emails for further information with regard to studying and revision.

Years 7 and 8

During these uncertain times it is vital that students in Years 7 and 8 stay in a routine that supports them in making progress across all subjects and enables them to follow the curriculum as far as possible, so as to avoid any student having a gap in their knowledge when we return to school.

Teachers have been working hard to populate Google Classroom with accessible and meaningful lessons which will support students in covering relevant topics and complete relevant assessments from home.

Work for each lesson will be set on Google Classroom and students should maintain a routine whereby they complete the work as if they were in school, following their individual timetable.

Students should complete all set work and meet all deadlines as if they were in school. Some tasks will be completed on Google Classroom so the teachers will be able to track individual student progress.

If an assessment or quiz is set, students should conduct it in the required conditions, setting time limits where specified.

In this way, students will be able to work independently to follow the curriculum, whilst being supported remotely by their teachers.

Finally, I would ask for the support of all parents and carers with supporting your child's completion of the work. It is quite possible that some students may not be sat in a classroom setting until September at the earliest. If they do not engage in meaningful activities on a regular basis they will not make adequate progress and may even regress. We will continue to support students as best we can during this difficult time. Please do not hesitate to contact us if you feel that we can support you further.

Mrs N Harvey

Senior Assistant Headteacher (Sixth Form)