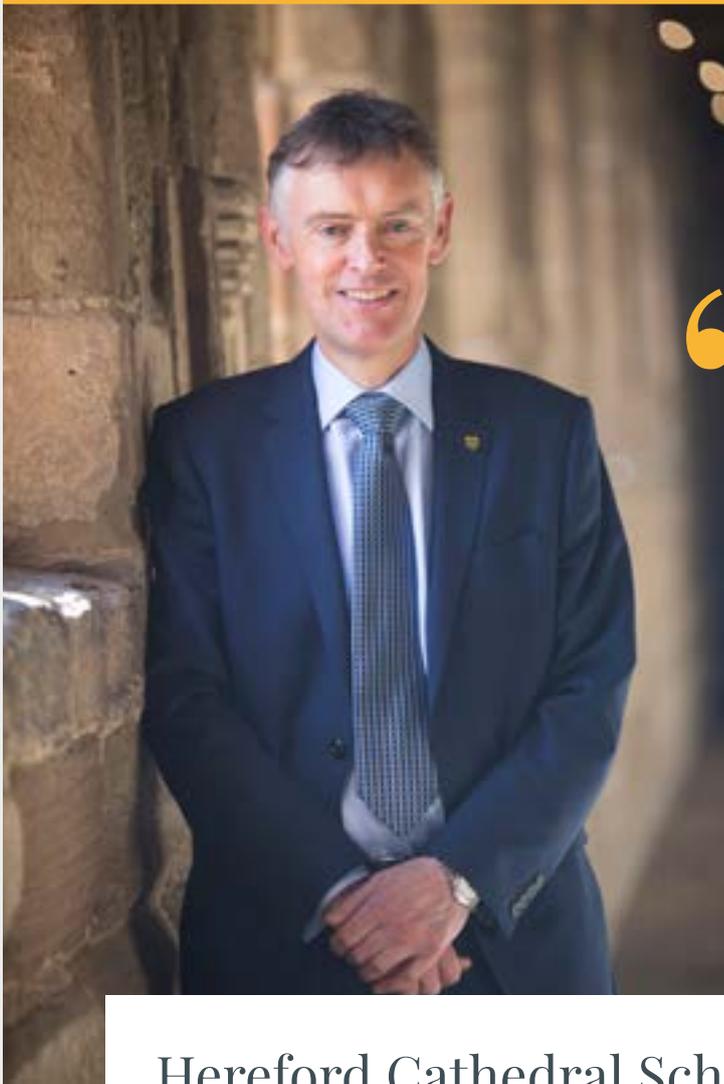


# REMOTE LEARNING PLAN 2020

Through our all-round holistic approach to academic and personal development, our pupils will continue to enjoy learning with us in an interconnected virtual environment.



“WHILST THE SCHOOL BUILDINGS ARE CLOSED - OUR COMMUNITY REMAINS VERY MUCH OPEN”

**Hereford Cathedral School** will have faced many significant challenges over its 600 or so years' history. Dr Tomlinson's book describing the history of the School details a number of very challenging times, and it looks like 2020 is going to go down in history as yet another period in which the School was forced to garner its resources, dig deep and adapt to a new environment. Coronavirus will change the world, and it has already impacted upon our school's approach towards education. However, some things will never change, and developing character in young people so that they develop resilience and the capacity to care for others, as well as having the necessary skills to lead a fulfilled adult life remains a core aim.

This document seeks to illustrate how the School will continue to deliver remote teaching, and in doing so, I hope pupils and parents will be reassured that whilst the school buildings are physically closed, our community remains very much open. Hereford Cathedral School will continue to provide an all-round holistic approach to academic and personal development, and the means by which pupils can continue to enjoy learning within an interconnected virtual environment.

**Mr Paul Smith**  
**Headmaster**

# CREATING OUR HCS COMMUNITY ONLINE

Our challenge at this time is how we can recreate our wonderful school community and pupil experience remotely. As a starting point, we have developed the set of key objectives below which we believe are fundamental to our school.

Through our Remote Learning Plan, we will look to:

- Recreate our school experience with a similar balance of academic, pastoral and extra-curricular programmes
- Provide enjoyable, stimulating and meaningful lessons, tasks and recreational activities
- Ensure students continue to grow and progress, both academically and as young people
- Maintain our high level of pastoral care and support for our young people during this extraordinary time
- Provide online experiences which generate a real sense of the HCS community
- Provide regular face-to-face contact and communication between teachers and pupils

We also recognise the unprecedented constraints and pressures on our pupils, parents, families and staff which is why our online experience has to:



- Be flexible enough to meet the needs of our families
- Consider our community's wellbeing and workload
- Be robust in its structure and methods of delivery

This view is supported by the feedback from numerous schools around the globe who have been learning remotely for several months and have reported the difficulties in trying to maintain a normal timetable for staff, parents and pupils over a sustained period of time.

To give you some indication of what our plan will look like, please continue reading below.

# STRUCTURE OF THE DAY



We have considered the structure of the day very carefully and having researched best practice from schools worldwide, we have chosen to adopt the model below.

Time	Activity
9.00am	Registration, Tutor Time (10min slot) and log onto Firefly and MS Teams
9.30am	Lesson 1
10.30am	Break
10.45am	Lesson 2
11.50am	Tutor Meetings (in small groups)
12.00pm	Independent Learning & Lunch
1.30pm	Lesson 3
2.30pm	Break
2.45pm	Lesson 4
3.45pm	Clubs & Activities (flexible and/or synchronised)

We believe this daily timetable is the most suitable and practicable in terms of meeting our objectives and providing our pupils with a balanced, flexible, working arrangement.

Tutor Time in the morning will be staggered by year group across the first half hour of the day, and once a week the tutors will meet with small groups before lunch. There is a 90-minute lunch slot which should provide flexibility for families, and pupils can continue to work independently during this time should they wish.

## SCHOOL LIFE

In addition to our academic, pastoral and extra-curricular programmes we are keen to replicate many of our day-to-day routines, to help maintain a sense of normality and familiarity for our students. Our Chapels and Headmaster's Assemblies will be available via video streaming or download, House activities will continue to take place along with PSHE, physical activity programmes and challenges.

# PASTORAL CARE



Our pastoral care system relies on the informed supportive structure in which all staff play an active part in the welfare of the pupils. The formal structure is centred upon the house system, its Heads of House, the Form Tutors and the Head of Sixth Form.

During any period of remote learning, our pastoral care will continue as an important provision for all pupils:

- Form Tutors will register their tutees each morning; at the same time, there will be an opportunity for pupils to ask any questions, raise any issues and share good practice and habits with each other
- Each week, Form Tutors will meet with a small group of their tutees; this will assist Form Tutors with picking up any particular wellbeing issues which can then be addressed separately
- Every two weeks, there will be a wellbeing questionnaire for all pupils; this will provide another tool to help assess whether there are any individual concerns that need to be addressed
- Any pupil can contact their Form Tutor or Head of House via their School email
- Heads of House will be available and can be contacted should pupils or parents wish to raise any concerns or ask for advice
- Personal, Health & Social Education (PSHE) will remain an integrated part of the week for Years 7-10 & 12; Years 11 & 13 will have the opportunity to follow lessons in life skills
- Spiritual education will be maintained by weekly Chapels and 'thought for the day', along with a variety of other delivery methods and experiences
- Maintaining wellbeing and a healthy lifestyle is even more important during a period of remote learning; there will be physical challenges set each week. Please also refer to the [Remote Learning Appendix A: How to Maintain Your Wellbeing](#) and [Appendix B: Staying Well when Working at a Computer](#) at the end of this document.

ALL OUR STAFF PLAY AN ACTIVE  
PART IN LOOKING AFTER THE  
WELFARE OF OUR PUPILS

# ACADEMIC

For each of our pupils, our aim is that they continue to make excellent progress in each of their subjects, and to enjoy the range of experiences on offer, despite the fact they won't be physically present in school. In addition to continuing to develop as, for example, scientists and historians, we hope that our pupils will also strengthen their ability to both learn independently and to organise their own time. Although there will be challenges ahead, it is also an exciting opportunity for us all.

Throughout the period of Remote Learning we will continue to support our pupils with extra learning needs. Our study support groups will continue, along with the support offered in lessons and the opportunity for smaller group consultations where required. If you have any questions, please contact Miss Stevens on [l.stevens@herefordcs.com](mailto:l.stevens@herefordcs.com).

One particular challenge will be the marking of individual work due to the increased time spent on preparing high quality lessons for remote learning as well as creating wonderful interactive experiences. Therefore, it is inevitable some marking will be replaced with more efficient ways of providing feedback which we will be trialling over the coming weeks.

We know from their feedback that our pupils enjoyed the last week of the Spring term, finding their remote learning experience interesting, varied and intellectually challenging. Having learned from those experiences we have strengthened our programme and we are confident that it will be a positive and enriching academic experience for all involved. Further information about the structures and methods of delivery follow in later sections of this Remote Learning Plan.



## CLUBS & ACTIVITIES

We are seeking to run many of our clubs remotely and we already had the Art Department leading the way before the Easter break. All our clubs and activities will be available to view in Teams and pupils will be able to personalise their Team screen by selecting those Teams and channels that are of interest to them.

Some of the activities will be live and interactive whilst many others can be accessed at any time. This will also be a great opportunity for pupils to take the initiative by leading and contributing to the overall experience.

These activities will provide opportunities to socialise and collaborate with peers as well as supporting them to develop an enquiring mind.

# ACADEMIC ENRICHMENT

Without examinations to prepare for, this summer represents an ideal opportunity for pupils to explore beyond the confines of the courses that they have followed. A number of ideas relating to academic possibilities are set out below.

**EMBARK UPON A MOOC:** Massive open online courses (MOOCs) are courses that anybody with a computer and an internet connection can access e.g. learn to code or to discuss philosophy. **Coursera** offer a huge range of courses from a range of sources that include some of the best-known universities in the world. Founded by Harvard and MIT, **edX** is a global non-profit organisation that also offers a wide range of MOOCs.

**ENTER AN ESSAY COMPETITION:** **Trinity College Cambridge** offer awards in different subjects within the broader field of humanities. Economists might consider this competition organised by the **Institute of Economic Affairs**. Students are advised to contact Heads of Departments for further information about the opportunities within each subject.

**START AN ACADEMIC PROJECT:** The Extended Project Qualification (EPQ) is popular amongst sixth form pupils and involves completing either a research project into an area of interest, or a product with accompanying report.

Our Year 11 pupils will be able to commence their EPQs in the second half of term.

Our Year 13 pupils will, subject to the availability of an appropriate supervisor, also be able to commence a research-based project in the latter part of term, in a field related to their particular areas of interest.

**READ A CLASSIC WORK OF LITERATURE:** **Project Gutenberg** is a library of over 60,000 free eBooks that includes many classic works.

**TED TALKS:** **TED talks** are devoted to spreading ideas and a vast number of interesting talks have been published; there is something that would appeal to any of us.

**ARTS & CULTURE:** **Google Arts and Culture** contains links to a wide variety of cultural experiences, including visits to museums and sites of historic interest.

Watch recordings of West End Shows, at Andrew Lloyd Webber's **The Shows Must Go on!**

## SOME OTHER SUGGESTIONS:

- **From Haute Cuisine to Soft Matter Science** (Chemistry) is published by Harvard University and combines two exciting areas of knowledge (edX).
- **The Science of Happiness** is published by Berkeley University (edX).
- Read Jane Austen's **Pride and Prejudice**, which starts with one of the most famous opening lines in literature.
- Watch this TED talk: **The history of the world in 18 minutes**.
- Enjoy a virtual tour of the **British Museum**.

# REMOTE LEARNING DELIVERY

We recognise every household will be different in terms of the quality of their Internet connection, the number of users and the number of suitable devices from which they can access remote learning at any one time.

We have tried where possible to mitigate for this by staggering tutor times, providing flexible learning (enabling access at any time), and setting tasks that require no or limited ICT provision.

We believe students will be able to access all of our digital provision using a variety of hardware including computers running Windows or Mac OS, any tablet, smartphone or Chromebook.

**We will continue to use the following software for our remote learning:**

**MICROSOFT TEAMS** is our main platform for interactivity and collaboration.

Both students and staff welcomed these capabilities within MS Teams before Easter and as we adjust to this new way of delivering learning and get to know the software, we will no doubt unlock more of its capabilities.

Live lessons will be delivered through Teams and pupils will be expected to join these meetings and interact with the class and teacher. Our teaching staff will be recording attendance through the digital reporting signatures within Teams as well as more traditional methods.

**FIREFLY** will primarily be used for setting tasks and submitting work. Whilst Teams does provide this capability, Firefly also allows you as parents to view your child's tasks. There are also subject resources on Firefly to which students will be signposted.

**SUBJECT SPECIFIC SOFTWARE** such as GIS, Google Earth, Integral, Educake, Everlearner etc. will continue to be used and our pupils will be familiar with these programs, apps and websites.

Whilst the above will be our main delivery vehicles, as we develop and evolve, we may well trial other software for specific activities or subjects. For classes where the process is different to the norm, this will be clearly explained to the relevant pupils.

Before commencing remote learning on these platforms, all pupils should read the Pupil Behaviour Policy & Code of Conduct for Remote Learning which must be followed (see **Appendix C**).

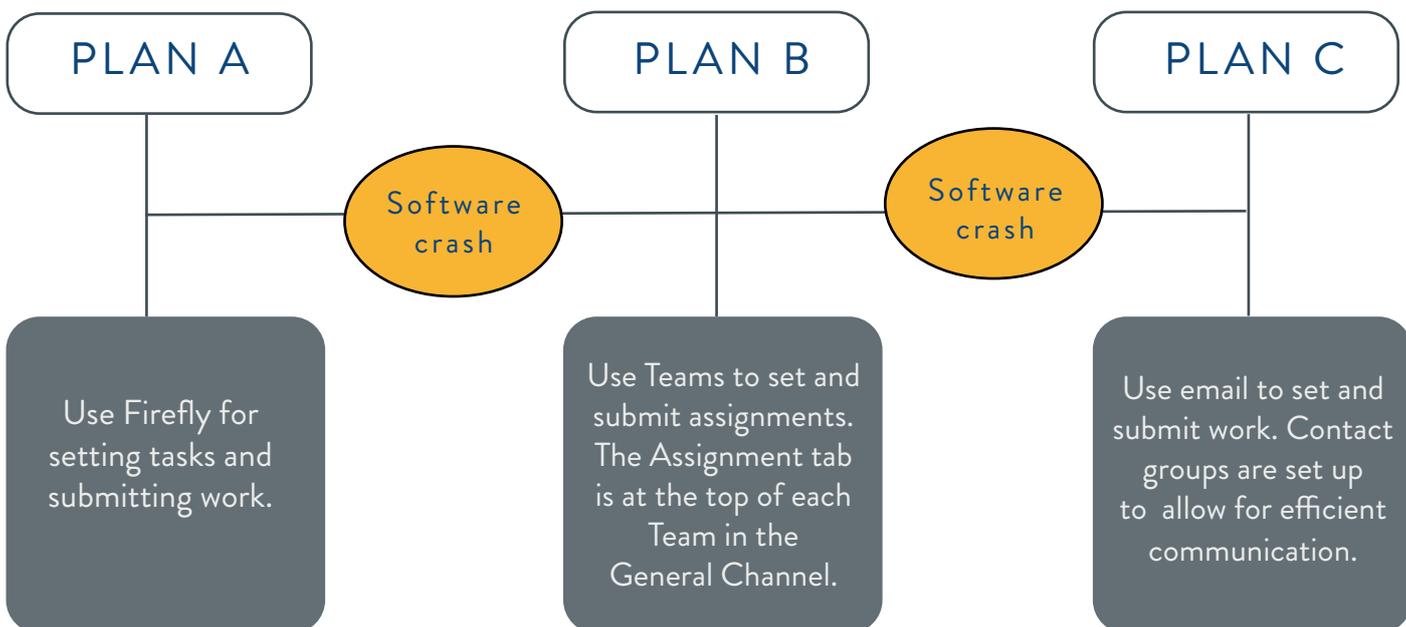
# OUR REMOTE LEARNING DELIVERY SUMMARY

Channel	Audiences	Purpose
Firefly	Parents, pupils and teachers	Firefly will primarily be used for setting tasks and submitting work. Firefly also allows parents to view these tasks and there are subject resources on Firefly to which students will be signposted.
Microsoft Teams	Pupils and teachers (Should pupils require further support regarding MS Teams they can access the Support Community Team. For Remote Learning IT problems they cannot resolve, they should email RLsupport@herefordcs.com)	Microsoft Teams is our main platform for interactivity and collaboration. Live lessons will be delivered through Teams and pupils will be expected to join these meetings and interact with the class and teacher. Whilst pupils will be able to communicate with teachers during lessons on Teams, the separate Teams Chat function is not to be used as an additional way of contacting teachers, please continue to use email.
Subject-specific software	Pupils and teachers	Subject-specific software such as GIS, Google Earth, Integral, Educake, Everlearner etc. will continue to be used and our pupils are familiar with these programs, apps and websites.
Email	Parents, pupils and teachers	Email will continue to be used for all major communications and announcements, including those from the Headmaster. Parents, pupils and staff will use email to communicate as before.

Whilst we would not wish to be operating under these current restrictions, there is no doubt this is a wonderful opportunity for our young people to gain valuable skills, knowledge and experience that will prepare them for later life.

In particular, the positive impact on personal growth in such important areas as independent learning, resilience, discipline and time management will be significant. In addition, the improved technology skills along with the ability to communicate and collaborate online will no doubt prove an invaluable experience as this is fast becoming standard practice in the workplace for many industries and businesses.

It is inevitable that with the surge in demand for cloud-based software worldwide, along with the usual day-to-day IT issues we face, things will not always go as planned. For this reason, when setting tasks and submitting work we have Plan A, B and C. If pupils have a Firefly IT issue they need support with they should email [fireflysupport@herefordcs.com](mailto:fireflysupport@herefordcs.com).



## YOUR FEEDBACK ON WEEK 1



My best lesson was where our teacher briefed us on a Team call about the tasks set, and we then completed it by ourselves with our teacher on Teams if we needed them.



It was really well organised and my teachers were always there to help.



I enjoyed it when we had interactive lessons with live teaching!



Awesome remote learning, impressed that you have kept Year 11s and Year 13s going as well...although no exams, they will benefit from the independent learning skills they will develop that will help them with A-Levels and university.



# TEACHING METHODS

We will adopt a mixture of synchronous and asynchronous learning as there are clear benefits to both.

**Synchronous learning** is live learning; communication takes place in real time and students all learn at the same time. Not only is it more engaging, it allows for instant feedback and it is a powerful way to keep the class connected.

**Asynchronous learning** is much more flexible, both for our pupils and teachers. Pre-recorded video, screencasts, PowerPoint presentations etc. can be uploaded and students can access them at a time convenient for them and their families. It also allows students to work at their own pace.



**SYNCHRONOUS:** pupils learn at the same time

- ✓ Communication happens in real time
- ✓ Possibly more engaging and effective
- ✓ Allows for instant feedback & clarification

**Examples:** video conferencing, live chat, live streamed videos



**ASYNCHRONOUS:** pupils learn at different times

- ✓ Communication is not live
- ✓ Possibly more convenient and flexible
- ✓ Allows pupils to work at their own pace

**Examples:** email, screencasts, slideshows with commentary, blog posts/comments

## BALANCE & VARIETY

The incredibly positive feedback from our pupils after our first week highlighted the importance of balance and variety in remote learning (which is a view supported globally). Across the curriculum and across our remote learning experience, there are numerous ways in which we will provide enjoyable, stimulating and meaningful lessons, tasks and recreational activities.

We have already seen our teachers deliver live video conferencing, create videos and podcasts and possibly a world first from Mr Jackson - an OHPCast! Lessons have also involved online resources such as Kahoot!, along with the more formal, tried and tested methods.

Pupils have also been asked to contribute with video challenges set by the PE and DT departments, along with flipped-learning, projects and research tasks.

# COMMUNICATION with parents

The School will continue to communicate with parents in a number of ways:

**EMAIL** will be used for communicating details of forthcoming events directly relevant to you and your children. Please be aware that emails containing information relating to the following school day may be sent up until 6pm.

**SMS** text messages will be sent for short notice changes of arrangements.

**FIREFLY** will be used to share details of classwork tasks, department pages and other key resources.

You might also like to follow any or all of the following:



**HerefordCathedralSchool**



**Herefordcs**



**HerefordCathedralSchool**

## CONTACTING THE SCHOOL

Parents can contact the remote School Office between 8.30am and 4.30pm on 01432 363522 or [schoolsec@herefordcs.com](mailto:schoolsec@herefordcs.com). These contact details should also be used for any urgent messages.

**Pupil illness:** If your child is ill and unable to take part in remote learning, please contact the remote School Office by telephone on 01432 363522 or email [schoolsec@herefordcs.com](mailto:schoolsec@herefordcs.com).

**Contacting teaching staff:** Every member of the teaching staff can be contacted direct by email. Addresses are listed in the School Calendar. We recognise that many parents find email the most convenient means to communicate with the School. However, please be aware that teaching staff may not access their emails on those days where they have full teaching and extra-curricular commitments. We aim to reply to email communications within two full school working days, but teaching staff are not expected to access or reply to emails outside of the normal working day.

Issue	Who to contact
I have a question/concern about my child's academic progress	Your child's subject teacher or Form Tutor
I have a question/concern about my child's pastoral welfare	Your child's Form Tutor or Head of House
I have a question about Learning Support	Miss Stevens on <a href="mailto:l.stevens@herefordcs.com">l.stevens@herefordcs.com</a>
I need to share/update medical information about my child	The School Secretary, Mrs Harding, via <a href="mailto:schoolsec@herefordcs.com">schoolsec@herefordcs.com</a>
I have a question/concern about my child's participation in an extra-curricular activity	The member of staff leading that activity, or the member of staff with overall responsibility for that activity, e.g. Director of Music
I have a safeguarding concern about a child or adult in the school community	Mr Bruce Blyth ( <a href="mailto:b.blyth@herefordcs.com">b.blyth@herefordcs.com</a> ) is the Designated Safeguarding Lead and Mrs Jill Pattison ( <a href="mailto:j.pattison@herefordcs.com">j.pattison@herefordcs.com</a> ) is the Deputy Designated Safeguarding Lead.

# COMMUNICATION with pupils

Your teachers will communicate with you in the following ways:

**FIREFLY** will be used for setting classwork and feedback from your teachers; you must log on to Firefly each morning, between 9.00 and 9.30am.

**MICROSOFT TEAMS** should not replace email and will be used primarily for communication within lessons and activities. It will be used for the teaching of remote lessons, perhaps via screen sharing, audio or video-conferencing.

**SCHOOL EMAIL** can be used when required for the occasions detailed below.

It is important that you maintain open channels of communication with your subject teachers and your tutor.

## WHO DO I CONTACT WHEN I HAVE A QUESTION OR CONCERN?

You can use your **school email account** to communicate with the suggested staff below.



Issue	Who to contact
I have a question about one of my subjects (outside of lesson time)	Contact your subject teacher or the Head of Department of that subject
I have a question about Learning Support	Miss Stevens on l.stevens@herefordcs.com
I have an issue with Firefly	Email fireflysupport@herefordcs.com
I have a remote learning IT problem	Email rlsupport@herefordcs.com
I have other issues related to remote learning	Contact your Form Tutor
I want to change my GCSE or A-Level options for September (Year 9 & 11 pupils)	Send an email to Mr Croot at r.croot@herefordcs.com
I am worried about my wellbeing	Contact your Form Tutor or Head of House
I am worried about another pupil	Contact your Form Tutor or Head of House
I believe that I am at risk online	Talk to a parent or an adult within your family
I am concerned for the safety of another pupil – perhaps they are at risk online	Contact Mr Blyth (b.blyth@herefordcs.com) or Mrs Pattison (j.pattison@herefordcs.com) who are the Designated Safeguarding Leads

# TOP 10 TIPS FOR HCS PARENTS

The transition to remote learning will be challenging for families. Parents may need to think differently about how to support their children; how to encourage the adoption of structures and routines that allow their children to be both happy and productive; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are not intended to be patronising in anyway, but instead supportive. We hope that you will find them helpful.

## **Establish routines and expectations**

There are clear structures to the working week and we ask parents to support us in establishing routines and expectations as much as possible. We encourage parents to set regular hours for their children's school work. We suggest students keep normal bedtime routines and children should move regularly within the periodic breaks we have set. It is important these expectations are set as soon as distance learning is implemented.

## **Monitor communications from teachers**

Teachers will communicate with parents through email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. We welcome parental contact with your child's teachers, however, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+. Please ensure communications are essential, succinct, and self-aware.

## **Establish times for quiet and reflection**

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

## **Define the physical space for your child's study**

Your child may have a regular place for doing homework, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong Internet signal, if possible.

## **Begin and end each day with a check-in**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

### **Take an active role in helping your children process and own their learning**

In the course of a regular school day at HCS, your son or daughter engages with other pupils or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child owns their work; don't complete assignments for them, even when they are struggling.

### **Remain mindful of your child's stress or worry**

It is inevitable in these extraordinary times, children may be worried, anxious and display a range of other emotions. Difficult though it may be, please do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

### **Keep your children social, but set rules around social media**

The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends, but please also continue to monitor their social media use. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Please remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A young person's written words and tone can sometimes offend or cause harm to others.

### **Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Our PE staff will be recommending activities or exercises and setting challenges, but it is important for parents to model and encourage exercise! Think also about how your children can help more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

### **Monitor how much time your child is spending online**

We do not want our pupils staring at computer screens for 7-8 hours a day. We ask that parents remember most teachers are not experts in remote learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. We will continue to gather feedback from our pupils and parents in order that we can adjust. We thank you in advance for your patience and partnership!

# ROLES & RESPONSIBILITIES



## FOR PUPILS

- Be ready on time for the start of registration, and all your lessons each day
- Establish daily routines for engaging in learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms to check for announcements, tasks and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your peers in their learning
- Comply with school policies, including expectations for online etiquette
- Proactively seek out and communicate with other staff within school as different needs arise
- Embrace the opportunities and experiences outside of academic lessons

## FOR PARENTS/GUARDIANS

Provide support for your children by adhering to the Top 10 Tips for HCS Parents above as well as you can:

1. Establish routines and expectations
2. Define the physical space for your child's study
3. Monitor communications from your children's teachers
4. Begin and end each day with a check-in
5. Establish times for quiet and reflection
6. Take an active role in helping your children process their learning
7. Encourage physical activity and/or exercise
8. Remain mindful of your child's stress or worry
9. Monitor how much time your child is spending online
10. Keep your children social, but set rules around social media

# OUR REMOTE LEARNING FRAMEWORK

## YEARS 7 - 13

Year	Curriculum
7	<p>20 x 1-hour allocated teaching periods            3 x 1-hour lessons for English and Maths            2 x 1-hour lessons for Science, History, Geography and MFL            1 x 1-hour lessons for RS, Computing, Art, DT, PSHE and Music/Drama            PE delivered daily within flexible learning tasks and activities            Daily tutor time and registration at 9.00-9.10am, plus weekly small group tutor meeting            School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p>
8	<p>20 x 1 hour allocated teaching periods            3 x 1-hour lessons for English and Maths            2 x 1-hour lessons for French and Spanish            1 x 1-hour lessons for Chemistry, Physics, Biology, History, Geography, Computing, Art, DT, PSHE and Music/Drama            PE delivered daily within flexible learning tasks and activities            Daily tutor time and registration at 9.00-9.10am, plus weekly small group tutor meeting            School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p>
9	<p>20 x 1-hour allocated teaching periods            3 x 1-hour lessons for English and Maths            2 x 1-hour lessons for History, Geography and MFL            1 x 1-hour lessons for Chemistry, Physics, Biology, RS, Latin, Art, DT and Music/Drama            PSHE delivered weekly each Wednesday at 12.05pm            PE delivered daily within flexible learning tasks and activities            Daily tutor time and registration at 9.00-9.10am, plus weekly small group tutor meeting            School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p>
10	<p>20 x 1-hour allocated teaching periods            2 x 1-hour lessons for GCSE subjects (x9)            1 x 1-hour lessons for RS and PSHE            Physical exercise delivered daily within flexible learning tasks and activities            Daily tutor time and registration at 9.15-9.25am, plus weekly small group tutor meeting            School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p> <p>For our pupils in Year 10, we want to minimise the disruption to their learning and GCSE courses. They will continue to be taught within their existing teaching groups as they progress through their two-year course.</p>

11	<p>20 x 1-hour allocated teaching periods  2 x 1-hour lessons for GCSE subjects (x9)  1 x 1-hour lessons for RS and ICT (New)  Physical exercise delivered daily within flexible tasks and activities  Daily tutor time and registration at 9.15-9.25am, plus weekly small group tutor meeting  School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p> <p>Pupils will start the term attending lessons in their regular classes in each subject. Consolidating material is an important part of committing material to long term memory, and so lessons may begin with this in mind. This will also allow pupils the chance to complete any outstanding pieces of coursework.</p> <p>After that, our Year 11 pupils will have the chance to explore the A-Level subjects in which they are most interested. This will allow them to find out more about the courses that they have chosen and to make a head start upon each course. We are exploring options around enrichment courses that will enhance this part of the curriculum. This will include the opportunity to make a start on an EPQ (Extended Project Qualification).</p>
12	<p>Up to 4 x 1-hour allocated teaching periods per A/AS-Level and BTEC  Physical exercise delivered daily within flexible learning tasks and activities  Daily tutor time and registration at 9.15-9.25am, plus weekly small group tutor meeting  School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p> <p>There are two distinct groups of subjects for Year 12: those that would have completed AS examinations this summer, and those that not would. For the former, pupils may spend some time consolidating their work to date but before long, they will commence the second half of their courses. For the latter, progress throughout the curriculum will continue at usual rate.</p> <p>Provision for EPQs will continue throughout the term.</p>
13	<p>Up to 4 x 1-hour allocated teaching periods per A-Level  Physical exercise delivered daily within flexible learning tasks and activities  Daily tutor time and registration at 9.15-9.25am, plus weekly small group tutor meeting  School experiences and activities such as Chapel, Headmaster's Assemblies, Clubs, House Events, competitions and challenges</p> <p>Not all of our Year 13 pupils will have completed the curriculum in each of their A-Level courses, and as such, they will be able to do so in the first part of the term when they will continue to be taught in their existing A-Level groups. Consolidation of the course material will also help our pupils to commit the material to their long-term memories. For those who have completed their curriculum, enrichment opportunities will be available.</p> <p>After that, we intend to offer further courses that will extend beyond the A-Level curriculum and help to prepare for the next stages of their lives. We continue to explore the exciting possibilities without the constraints of examinations.</p>

# Remote Learning Appendix A: HOW TO MAINTAIN YOUR WELLBEING

Worrying about the unknown and waiting for something to happen can cause anxiety. The circumstances in which we find ourselves at this time are unprecedented, and bring much uncertainty; therefore, we need to pay special attention to our mental health and wellbeing in the coming weeks.

Remember the 8 Steps to Mental Wellbeing in the School Calendar:

1. Look after your health: eating healthily and ensuring that you get a good night's sleep (undisturbed by technology in your bedroom) is essential for good mental health.
2. Be active: find an activity that you enjoy and make it a part of your life as this will boost self-confidence, enhance self-esteem and reduce stress.
3. Think positively: this gives you the choice to evaluate an outcome in an optimistic but balanced way.
4. Connect with the people around you: spend time developing your relationships with family and friends
5. Keep learning: learning new skills can give you a sense of achievement
6. Be kind and give to others: even small acts of kindness can boost your wellbeing (a smile, a thank you or a kind word)
7. Be mindful: be more aware of the present moment and of the world around you
8. Be grateful: avoid taking things for granted and be thankful for the little things

And remember to... **laugh!**  
Make sure everyone enjoys some laughter through the day

PRINT  
& KEEP  
ME!



Access nature and sunlight wherever possible.



Continue the personal hygiene habits that you have practised in recent weeks by regularly washing your hands with soap and water (but not excessively) and avoid touching your face.



Social media can play a role in maintaining connections with others. However, take breaks, manage your time and perhaps decide on a time of day when you check your feeds. There can be a lot of notifications! Mute your notifications to avoid constant distraction.



Stay connected with others: talk, write a letter, make a phone call and try to remember the older generation and those living alone.



The news can take over our lives. Decide on a specific time when you are going to check in with the news, but be mindful of misinformation; only use trusted sources such as government and NHS websites.



Protect the structure of your day: get up in the morning and go to bed in the evening at regular times if possible. However, also include variety in your day.



At the end of each day, think about, or even write down, three things for which you have been really grateful.

# Remote Learning Appendix B: STAYING WELL WHEN WORKING AT A COMPUTER

If you are spending a lot of time sitting in front of your computer or at your desk, you need to make sure you look after your posture. Here are some top tips from the NHS.



## Support your back

Reduce your risk of back pain by adjusting your chair so your lower back is properly supported. If you can, adjust the height, back position and tilt so your knees are slightly lower than your hips. Use a footrest, if it feels necessary.

## Adjust your chair

Adjust your chair height so you can use the keyboard with your wrists and forearms straight and level with the floor. Your elbows should be by the side of your body so your arm forms an L-shape at the elbow joint.

## Rest your feet on the floor

Place your feet flat on the floor. If they're not, find something to use as a footrest so you can rest your feet at a level that's comfortable. Don't cross your legs.

## Place your screen at eye level

Your screen should be directly in front of you. Place the monitor about an arm's length away, with the top of the screen roughly at eye level.

## Have the keyboard straight in front of you and keep your mouse close

Place your keyboard in front of you when typing with a gap of about 4 to 6 inches (100mm-150mm) at the front of the desk. Position and use the mouse as close to you as possible.

## Avoid screen reflection

Your screen should be as glare-free as possible so position the monitor to avoid reflection from overhead lighting and sunlight and if necessary, pull blinds across the windows. Adjusting the screen's brightness or contrast can make it much easier to use.

## Make objects easy to reach

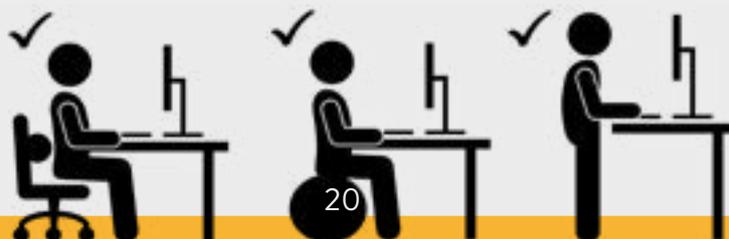
Position frequently used objects within easy reach. Avoid repeatedly stretching or twisting to reach things.

## Using a laptop

If you can, use a separate keyboard and mouse so the laptop can be put on a stand and the screen opened at eye level. If you are using the laptop on its own, position it on a stable base where there is support for your arms, not on your lap.

## Take regular breaks

Don't sit in the same position for too long. Make sure you change your posture as often as you can. Frequent short breaks are better for your back than fewer long ones. It gives the muscles a chance to relax while others take the strain.



# Remote Learning Appendix C:

## PUPIL BEHAVIOUR POLICY & CODE OF CONDUCT FOR REMOTE LEARNING

All normal school rules apply when pupils are engaging in remote learning. Therefore, the following remain the key documents to ensure that both pupils and staff can feel safe and secure when operating under remote learning during school closure: Safeguarding Policy, Behaviour & Sanctions Policy, Anti-Bullying Policy, School Rules, and the document Being Safe, Being Secure, Being Responsible.

### KEY PRINCIPLES:

- Every pupil must behave online with the same expectations of behaviour when interacting face-to-face with others; without exception, treat all others with respect
- Firefly, Microsoft Email and Microsoft Teams all operate within the School IT Systems and are monitored (as would be the case in any school or business)
- The sole purpose of Microsoft Teams (which is new to our community) is to educate all pupils of the School remotely; no 'social' interaction must take place other than for educational and school community purposes

### MICROSOFT TEAMS ETIQUETTE

- All communication using Teams, verbal or written, must be of the same standard as expected in the classroom
- Technology should be used in appropriate areas of the family house; if you use your bedroom as a workspace, then you should have your bedroom door open
- Only teachers will initiate video conferencing, which will be used to enhance teaching
- Respect the rules and guidelines that your teachers expect; for example, mute your microphone when not speaking
- When using video, pupils must wear appropriate clothing; backgrounds which can be blurred, must also be appropriate
- Any video conferencing or voice conferencing will be recorded and stored securely
- It is forbidden for any pupil to use a second device to record or photograph any material on Teams; should this occur, the pupil is putting their place at the School at risk
- Any material on Teams, be it files, messages or videos must only be shared within the HCS pupil community for the purpose of learning; the use of emojis should only be positive
- Do not share personal information, such as passwords or sensitive data about yourself
- At the end of any conference call (video or audio), you must leave the meeting on the instruction of the teacher

It would be considered a serious disciplinary offence if any pupil was to tamper or interfere with systems in place to promote the learning for all on any of the platforms being used for remote learning. Any abuse directed at pupils or staff will be dealt with under the Behaviour and Sanctions Policy. Please remember that, on joining the School, you have signed the Rules for Responsible Use of the School's Computer System.

**If you are worried about any aspect of remote learning, contact your Form Tutor, your Head of House or the Designated Safeguarding Leads, Mr Blyth or Mrs Pattison.**

**We all have an individual responsibility to ensure that remote learning is a positive experience for all.**