



## School Jotter App for updates

Email: [office.2609@ladygrove-park.oxon.sch.uk](mailto:office.2609@ladygrove-park.oxon.sch.uk) with any queries. Front Office is running very limited hours.

Congratulations for making it through the first week of learning at home. It has certainly put all of us on a new learning curve. Now is a time to reflect on week one and look ahead to week two. There are some further suggestions in section 1 (as ever, I understand that these updates go to a wide and diverse audience so please pick and choose from any, all or none of them depending on your situation).

## Section 1: For those at home

### We now know for certain that this is a marathon, not a sprint

Be pleased. The most important way to contribute to the nations plight is to stay at home, by doing this you are doing your bit. Looking ahead, we anticipate that for some it might feel like it is going on too long but we have to hang in there to ensure the outbreak remains controlled.

So what about the learning? The fundamental pattern of our lives has changed. This isn't strictly called home schooling so don't try to copy those comedy films in which a parent sets up a blackboard and desk in their garage! We know that keeping a routine is good for all but in the long term (especially in the stricter confines of home) it remains important to keep it a loose routine. Do not attempt to replicate a school day (unless you and the children are enjoying doing so). The change to our activity levels means that the routine has to be adjusted to continue to be effective. Think about how the pattern of the day has changed due to the style of activities then map out how to ensure less stress and better focus times. *Maintain the parent role* (helping/supporting with learning), don't blur this by attempting to be a teacher also (unless, again, the role play is fun for you and your child).

### Fostering routines, not just applying them

Think about activities in terms of focus levels. There is an old algorithm which tells us the length of time a child is able to focus is linked to their numerical age. Don't stick rigidly to this! Every child is different- watch your child and see how long they can focus for- they'll show you by beginning to fidget or start avoidance tactics. Persevere a little (to foster resilience) then stop and do something else.

### Breaks

Try to make them explicit not haphazard. This includes the weekend- don't blur the learning tasks in to Saturday or Sunday otherwise everyday will become the same and a treadmill effect will take over. Teachers will stop providing online resources and contact on weekends but also during the Easter holidays. This allows for all participants to have a break because we do not know how long these systems will need to be continued. As usual teachers will use some of their holiday time to prepare for next term and online content/contact will restart on Monday 20<sup>th</sup> April.

### Family time and Protecting Mental Health

We know the benefits of having group family time but confinement gives this a different twist. Everyone will need to take reflective time for themselves, not necessarily in a separate room but at list doing separate things. So attempt to nurture an approach to some independent activities for your child. The aim is for them to enjoy doing a task in greater depth rather than getting the enjoyment from rushing through and finishing lots of them (this is the premise of 'mastery learning').

### The changing uses of technology (it's a positive but boundaries should still be respected)

Our society has had a difficult relationship with technology but this might be changing. Technology is now helping us to remain social and this is an important factor for children. Think about the ways in which your child

(and you) communicate with your friends- consider expanding out from just texting. Voice and video are available through many different platforms but remember to always foster respect online and safeguarding against inappropriacy. Also note that Google Classroom is not the place for this (see below). If allowing video conferencing the most effective rule would be that your child can only do so in a shared space with you present, or at least with their door open and you near. Set the ground rules and agree them before starting. Risk assess what you do if it goes wrong- again good to agree in advance. If it does go wrong, limit the privilege until better respect is demonstrated. Bear in mind that if you choose to take away the device altogether at this time, you are taking away possibly helpful social contact, so be prudent with the length of the sanction. As I said, we still have a difficult relationship with technology and the responsibility is on the user to get it right.

### Google Classroom

We are all learning how to cope with the online tools and, as such, we are creating new rules as we go. The first and overarching rule is:

**Google Classroom is only to be used for learning activities as directed by the teacher. It is not to be used socially. Do not use the stream for general chat and do not post personal information. This includes such actions as posting open requests for social video conferencing.**

### Operational matters between home and school

- Please note that there is now no benefit in sharing information on infection at home with school if you are self isolating anyway. Follow the NHS guidelines and get the appropriate medical support.
- Please remember teachers have a larger role than just orchestrating the online resources. To protect their time, we are asking them not to engage in 1:1 email contact with parents unless under special circumstances.
- Remember that there are resources constantly being added to the school website curriculum pages which are additional to the content you are getting from Google Classrooms.
- Get your child to engage with Google Classroom as much as possible but be aware that we are asking teachers not to chase those pupils who are not engaging fully with Google Classrooms (at this stage) because we recognise the stresses and functions of each family in lockdown will be different.
- If you are concerned that there is a safeguarding issue emerging involving a child you must refer this directly to external services (as below). Then share your concerns with the school so we are aware of them but be clear that we cannot act on third party information in these lockdown circumstances- we cannot reliably recount an incident to the appropriate body on your behalf, it must come from you: Contact 999 in an emergency or the Multi-Agency Safeguarding Hub (MASH) if you have urgent concerns for a child, or suspect that a child has been abused in any way, please call immediately on 0300 500 80 80 (if you are a member of the public).

## Section 2: For those at school

Again, thank you for keeping your child at home, in the safer environment, wherever possible.

### Operational matters at school

- Public messages from the government indicate that tougher measures might be on the way.
- The school is currently still closed to all except the very few essential and critical worker Ladygrove pupils whose parents cannot safely keep them at home without supervision. **It is clear that keeping your child at home is the safest thing you can do for your child (and our staff).** For those attending school, please be mindful that we are on reduced provision, we are not following any curriculum. It is likely that this system will be available in the Easter holiday weeks for those currently on our critical worker offer. This will be confirmed during next week. Note that we will be closed completely during Bank Holidays and weekends. And always monitor the website since we might still be forced to close at any time due to lack of staff.
- **To stem the spread of the outbreak and for the health of your child, we will continue to check with you that there is no possible way for them to stay home and that your work away from home is absolutely essential to the outbreak.**