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Whole School Setting Of Work Strategy – Covid-19

We are in a situation which is new for all of us. The education and wellbeing of our students, of course, remain of the utmost importance as we find our way through the current challenges. We recognise that learning at home can be difficult to navigate and so we hope that this document provides clarity about some of the decisions we have made and the support we can offer. Please be assured that we are constantly reviewing what we are doing in response to feedback and so there will be adjustments and changes as time goes on.

At the start of this term our highly committed and professional staff have prepared bespoke home learning resources to meet the needs of our young people. However, it goes without saying this can never be the same as expert teaching and feedback in school; it is different in that it is 'guided home learning'.

To support our students at home, we recommended a typical daily timetable similar to the following, with approximately 4-4 ½ hours of learning, interleaved with prayer, daily exercise, reading, family time etc..However, this is dependent on each individual family set up and only a guide.

Before 8:00 am	Wake up, prayer time, eat breakfast, get dressed
8:00 am – 9:00 am	Morning exercise (eg. walk/run/walk the dog)
9:00 am – 10:30 am	Academic time 1
10:30 am – 11:00 am	Break
11:00 am – 12:30 pm	Academic time 2
12:30 pm – 1:30 pm	Lunch
1:30 pm – 3:00 pm	Academic time 3
3:00 pm – 4:00 pm	Chore time
4:00 pm – 4:30 pm	Reading
4:30 pm – 5:30 pm	Afternoon fresh air
5:30 pm – 6:00 pm	Help prepare dinner
6:00 pm – 7:00 pm	Dinner and family time
7:00 pm – 7:30 pm	Reflection / preparation / creative time

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How do we ensure students are able to access work online?

Staff are setting work at the beginning of the week/ day and uploading onto the Show My Homework (SMH) learning platform. Those students who have not accessed the online learning platform have been contacted with new log in details sent. Every Friday, Mr Evans (JEV) runs a report of those students who have not accessed the platform during that week, details passed to Directors of Learning (DOLs) and Senior Leadership Team (SLT) links and students contacted. We do not wish to cause any anxiety, this is intended to be a supportive process. Those students not accessing SMH through their own personal account maybe be accessing it through their parents account. Mr Mawer, our Designated Safeguard Lead (DSL) is following up with some of our disadvantaged/ vulnerable students to see how best we can support their learning- online solutions may not be viable for some of our disadvantaged students who require support. Staff and students can communicate with each other via the two-way communication platform on SMH.

- Year 7 - 98% of students have accessed SMH during lockdown
- Year 8 – 96% of students have accessed SMH during lockdown
- Year 9 – 97% of students have accessed SMH during lockdown
- Year 10 – 98% of students have accessed SMH during lockdown
- Year 11 – 90% of students have accessed SMH during lockdown
- Year 12 – 97% of students have accessed SMH during lockdown
- Year 13 – 87% of students have accessed SMH during lockdown

What are our expectations around distance learning and the setting of work?

For all staff preparing resources over the coming weeks/ months, rather than prepare endless ‘new activities’ for students to complete at home, first and foremost, staff have been asked to equip students to be able to recap on ‘prior knowledge’ to support memory and the long term retention of knowledge. Providing endless new activities without expert teaching and interaction will not support their long term memory. Subject Leaders(SLs) have been asked to create a 14 week learning plan for students in Years 7-10 and 12 to give them guidance and a purpose to the work being set each week. Activities have been set which span across a school week, thus allowing freedom and flexibility on the part of the student as to which learning tasks to prioritise. As a school, we do not expect staff to set lessons for a typical six period day, as this would prove both unmanageable for the staff and students themselves. This is a medium term plan through to the summer break, in the event that schools remain closed until the start of the new academic year. For Years 11 and 13, with the cancellation of all exams, work has been set to support transition onto A Level/ Degree courses to bridge the gap.

How much time should students be spending on their learning?

We are currently working to support families by providing opportunities to continue learning for up to approximately 4 hours per day. Some students, for example those in Years 7 and 8, may find this overwhelming and may be able to manage less, say 2-3 hours of independent learning per day. Older students are likely to be able to manage more. We know that parents/carers want to guide and support and some may need to help their child(ren) to prioritise. We will be surveying our students via survey monkey to gather feedback on the setting of work so far. Depending on feedback, we may look to move to a model in which we specify the number of hours per week/fortnight for the Core and Foundation subjects.

What can be done to help those students who feel overwhelmed by the amount of work set on SMH?

As a school, we are reviewing the amount of work set on SMH along with the quality. Endless new learning tasks will lead to cognitive overload for our students, and we must be mindful of their wellbeing at this time. Set tasks should focus on developing long term knowledge retention. Parents/ carers experience will be invaluable at this

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time. We suggest that parents/carers might, at the start of each day, look at the set tasks with their son and help them to focus on what needs to be done that day. Parents/carers could make a separate list of the assignment subjects/titles, handwritten, if helpful. This is today's 'to do' list. Though it might be tempting for some students, encourage them to try not to look ahead at tasks that don't need to be done yet.

Will work be marked and will students get feedback on their work?

Teachers will continue to follow the whole school marking policy, one piece of marked/assessed work per class per half-term. However, initially staff may prioritise marking and feedback for Years 10 and 12, where required. Where possible, self-marking tasks will be set. Teachers might want to use knowledge based tests as one suggestion to help manage their workload/ challenges around marking. In other cases, success or assessment criteria may be shared with students for self-assessment. Staff may request that 'Directed Improvement Reflection Tasks' (DIRT) tasks are submitted as evidence. Subject Leaders should be liaising weekly with the teachers in their departments to monitor the setting and completion of work etc.. These are indeed exceptional circumstances but the school will not permit a parent/s to place any contrived urgency on staff members.

How are we communicating and supporting parents/carers during these challenging times?

During these challenging times, we have been doing our utmost to keep parents/carers regularly up to date with developments relating to Covid-19 and how best to support their son's at home with their learning and wellbeing. Staff are contacting parents/carers and students via SMH and Edulink. Through our inclusion team and DOLs, regular phone calls are being made to support families of some of our most vulnerable students, along with those students who are not accessing SMH and the set work. We also have our school nursing service and Educational Psychologists available over the phone should they be required. Starline – a home learning platform formed by a collaborative of Academy Trusts, offering additional support on educating children at home, launched on Monday 27th April. During w/c 4th May, we will be gathering feedback from parents/carers via survey monkey focusing on the amount and completion of set work to support our students learning. We also communicate via the following: The John Fisher School Social Media Account: Twitter: @thejfschool: Teaching & Learning Social Media Account: Twitter: @fisher_hub, Music Social Media Accounts: Twitter: @JFSMusic / Facebook: John Fisher Music / Instagram: john_fisher_musicdpt, Sport Social Media Accounts: Twitter: @JohnFisherSport / Instagram: john_fisher_sport and we have a wellbeing email address: wellbeingssupport@johnfisherschool.org

Which resources are available for staff and students to use outside of set teacher planned activities?

On Sunday 19th April, the Secretary of State announced national guidance to support teachers/parents on home learning with resources and particularly the enhanced BBC Bitesize offering for families and the Oak National Academy for teachers to encompass within their bespoke home learning guidance. (see below)

1) Live online video conferencing

While we recognise the potential of the technologies available for large-scale video conferencing (Zoom for example) we also recognise the very real limitations and barriers for staff and families. Some will have good access to the internet while others will not. We need to consider different circumstances, particularly students access to technology which may have changed as whole families are working from home. We do not wish to cause anxiety for families who may feel their children are 'missing out' if they are unable to access video conferencing. Our staff are generally not in a position to offer wide-scale video conferencing as they may well be looking after their own families, as well as setting work for classes.

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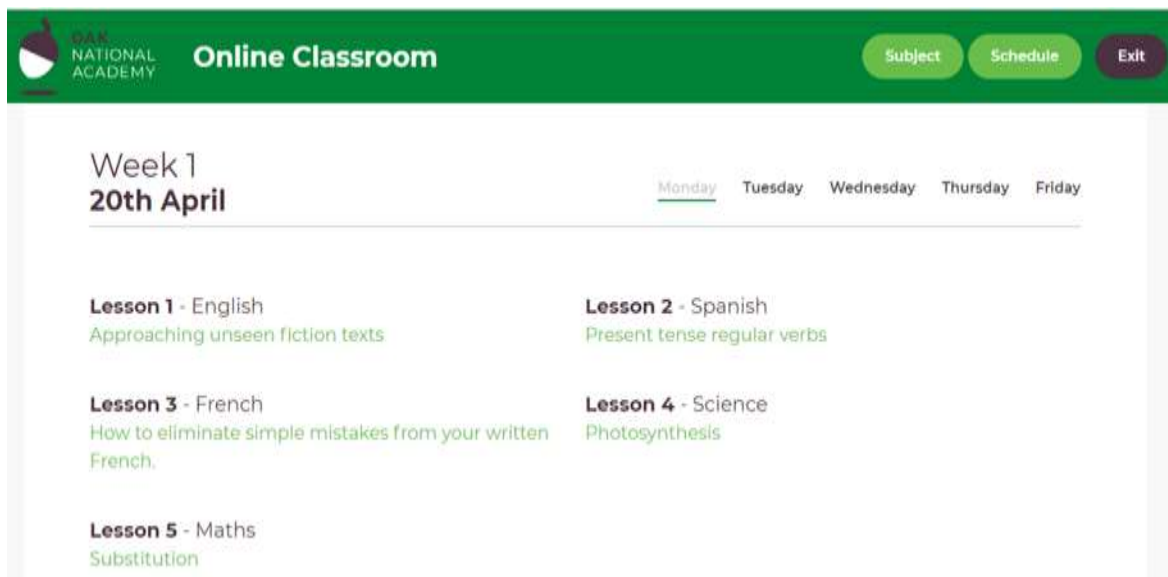
Therefore, like many schools locally and nationally, we have made the decision that other than for occasional sixth form lessons in Year 12, online 'live video conferencing' sessions included as part of the home learning programme will not take place. This is because of the many challenges and potential safeguarding issues that remote 'real-time' live teaching might cause. 'Zoom' meetings may be used only with Year 12 classes initially on a 3 week trial basis ending Thursday May 7th. Meetings are to be scheduled as per school timetabled lesson to avoid clashes or during 'Core time'. Details of the meetings are to be shared through Show my Homework. Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day. We recommend a second staff member be present in any live lesson. The live class should be recorded and backed up elsewhere, so that if any issues(safeguarding) were to arise, the video can be reviewed (Zoom has this facility).

2) **Oak National Academy**

<https://www.thenational.academy/online-classroom>

Created and endorsed by the Department for Education (DFE), free online video lessons and linked curricular resources have been created to complement existing teaching and planning. These have been created by 40 state school teachers working collaboratively to respond to school closures. Each week approximately 80 hours of lessons (Years 7,8,9 and 10) will be created (for example, 18 hours of lessons for Year 10 this week). The lessons will cover core subjects from Maths and English, to art and languages.

All lessons will be sequenced to allow them to be used as a comprehensive curriculum. Each lesson will be an hour-long, with elements such as a quiz, a video explanation from the teacher and a worksheet. All resources are accessible from the same website.



The screenshot shows the Oak National Academy Online Classroom interface. At the top, there is a green header with the Oak National Academy logo and the text "Online Classroom". To the right of the header are three buttons: "Subject", "Schedule", and "Exit". Below the header, the page displays "Week 1" and "20th April". A navigation bar shows the days of the week: Monday, Tuesday, Wednesday, Thursday, and Friday. The main content area lists five lessons for the day:

- Lesson 1 - English**
Approaching unseen fiction texts
- Lesson 2 - Spanish**
Present tense regular verbs
- Lesson 3 - French**
How to eliminate simple mistakes from your written French.
- Lesson 4 - Science**
Photosynthesis
- Lesson 5 - Maths**
Substitution

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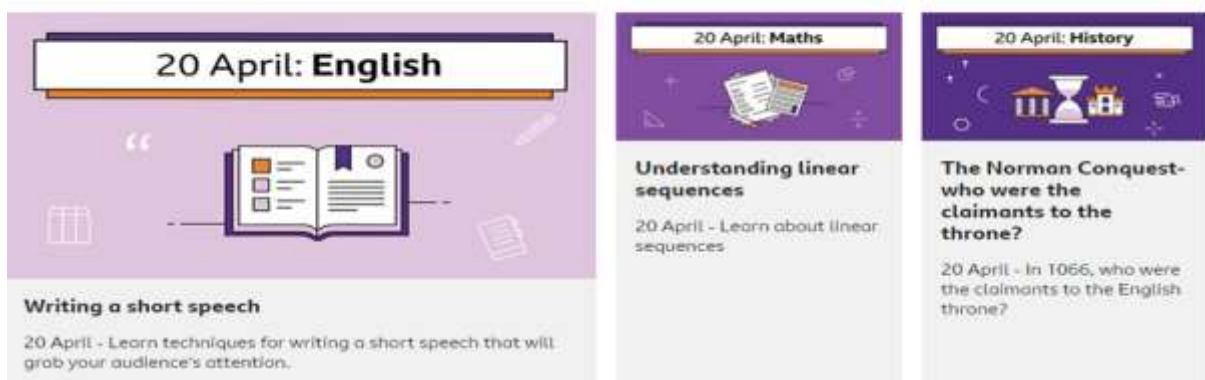
3) BBC Bitesize – daily lessons

<https://www.bbc.co.uk/bitesize/dailylessons>

There will be daily lessons for home schooling in Maths and English for every year group (7-10), as well as regular lessons in Science, History, Geography and more. The home schooling lessons have been created with teachers and other educational experts and feature a mix of videos, animations, practice activities, quizzes and games.

Example: Year 7 Monday 20th April

Year 7 lessons



Both BBC Bitesize and Oak National Academy are free platforms and have been designed to be accessible on any device, and there are no sign-up or logins required.

However, they do not replace teachers, but merely support the great work of all staff at this time. These resources work best when used in tandem with engaging students, asking them to share their work and discussing with them what they have learned.

4) Project Futures - supporting Year 11 into Year 12 and Year 13 onto University -Partners in Excellence (PiXL)

<https://www.pixl.org.uk/>

<p>Complete this course in which you will learn the physical processes behind climate variation around the world to better understand the causes of climate change.</p> <p>Causes of Climate Change University of Bergen and Bjerknes Centre for Climate Research</p>	<p>Listen to this radio programme in which BBC security correspondent Gordon Corera goes inside Britain's secret listening station.</p> <p>GCHQ Cracking the Code BBC Sounds</p>	<p>Read this article in which evolutionary biologist Barbara Natterson-Horowitz and writer Kathryn Bowers make the case for why parents — animal and human — should remain involved in the lives of their full-grown offspring.</p> <p>Humans aren't the only ones that help out their adult kids Ideas TED</p>	<p>Watch this TED talk in which neuroscientist Robert Sapolsky asks the question: How can humans be so compassionate and altruistic -- and also so brutal and violent?</p> <p>The biology of our best and worst selves TED Talks – Robert Sapolsky</p>	<p>Complete this course, which aims to demystify the ageing process, and learn how our everyday behaviours are likely to affect our long-term musculoskeletal health.</p> <p>The science of staying active in old age The Universities of Leeds, Sheffield and Newcastle</p>
<p>Listen to this radio programme which explores why NASA's third bid to land on the moon was flawed from the start.</p> <p>13 Minutes to the Moon BBC Sounds</p>	<p>Read this article from a clinical psychologist which provides practical ways to overcome whatever life throws your way.</p> <p>8 tips to help you become more resilient Ideas TED</p>	<p>Listen to this radio programme in which Brian Cox meets some celebrity physics enthusiasts, including Alan Alda and Eddie Izzard.</p> <p>Physics Rocks BBC Sounds</p>	<p>Complete this course which explores the organic chemistry behind everyday things such as perfume, medicine and sport.</p> <p>Exploring Everyday Chemistry University of York (starts 29th June)</p>	<p>Watch this TED talk which explores the science behind making cookies. Once you have watched this, why not try and make your own?</p> <p>The chemistry of Cookies TED Talks – Stephanie Warren</p>
<p>Complete this course which is an entertaining and illuminating exploration into the impact dentistry has on our lives.</p> <p>Discover Dentistry The University of Sheffield Available now or 15th June 2020</p>	<p>Watch this TED talk which explains why surfers are masters of complicated physics.</p> <p>The Physics of surfing TED Talk – Nick Pizzo</p>	<p>Listen to this radio programme in which Susan Marling asks why the UK has the lowest proportion of female engineers in Europe.</p> <p>Britain's Hidden Talent: Women Engineers BBC Sounds</p>	<p>Listen to this radio programme which explores all sorts of science-related topics (including the Coronavirus).</p> <p>BBC Inside Science BBC Sounds</p>	<p>Watch this TED talk which George Zaidan describes the physics behind this frustrating phenomenon.</p> <p>Why is ketchup so hard to pour TED Talk – George Zaidan</p>

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A set of progression sheets which help students study some subject content ready for post-16 or post-18. A balance between academic material and a focus on helping them adjust and prepare for September. Students select a progression sheet that interests them and they choose tasks to complete to encourage their wider thinking and learning (TED talks, podcasts, blogs, journals, articles etc..) Students complete the 'Progression Log' which logs what they have learned and their own next steps. They create a portfolio (online or in a folder) which shows some of their thinking and work. This could be used to support their transition into Year 12 and to assess their suitability for the course.

Some departments have already set learning tasks to support our Year 11 students to prepare for their A level choices and we have strongly encouraged all subject leaders to do this– however, we are not expecting staff to re-invent the wheel. Staff can amend/adapt the progression sheets for their subject area to ensure the tasks are tailored to meet the needs of our students and the wider A Level curriculum. These are then shared with targeted students/parents/carers via Edulink or SMH.

5) **Starline** (parent helpline for home learning)

<https://www.starline.org.uk/>

Home learning platform formed by a collaborative of Academy Trusts, offering additional support on educating children at home.

Online resources for students:

1. **Show My Homework** – community resources page online for all Key stages.
2. **Active Learn** – online learning package from Pearson Education for a range of subjects.
3. **Duolingo** – online language vocabulary learning app.
4. **BBC Bitesize** – online learning resources including videos, comprehension and assessments for a variety of subjects.
5. **GCSE pod** – this can be accessed by all students via the school website.
6. **Collins Connect** – differentiated exam questions for Maths students.
7. **Learning by Questions** offers 60,000 questions, allowing students to deepen their knowledge.
8. **Me Power** provides more than 100 practical tactics and tips to improve examination performance.
9. **KAZ-Type** is a typing software that is differentiated in order to be accessible for all students including SEN.
10. **Gojimo.com** has GCSE quizzes that relate to different specifications and are set up and ready to go.
11. **Socrative.com** allows teachers to create simple quizzes that students can take quickly.
12. **Quizlet.com/live** can be used to create keyword flashcards online and give out to students.
13. **Kahoot.com** – timed quizzes for added competition for keywords or ideas.
14. **Memrise.com** is a useful app for all languages and uses videos to help learners.
15. **Tableau Public** is a great platform to connect to a spreadsheet and create interactive visuals.
16. **Bubbl.us** – visual thinking ideas to help students better understand, remember and generate new ideas.

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17. **Revisionbuddies.com** can provide short bursts of revision for many GCSE topics and tracks progress too. It even allows students to access past papers and mark schemes.
18. **Goconqr.com** allows students and teachers to create mind maps and flashcards using key terms.
19. **Wordflex.com** app uses a dictionary with a focus on key terms and a content-rich curriculum.
20. **Brainpop** has a great set of videos, freely available for students.
21. **Seneca Learning** offers many online courses for students.

How are we supporting the mental health and wellbeing of our school community?

As and when the Government deem it safe to re-open schools, we will plan a recovery phase of learning for when we return to normal operation. Good mental health and spiritual wellbeing will be most important in supporting this phase. During lockdown, we have issued 4 x editions of the 'Sport and Wellbeing newsletters' and 3 x editions of an 'RE Newsletter'. We have also promoted the National Assembly (10am Thursday 30th April), led by The Archbishop of Canterbury, Justin Welby and Education Secretary Gavin Williamson, who will deliver a message of hope to school pupils across the country in online hub Oak National Academy's first ever assembly.

<https://www.tes.com/news/archbishop-take-online-academys-first-assembly>

We have also encouraged students to write thank you messages to NHS staff on the frontline <https://supportkings.org.uk/leave-a-message>

The Sports Department are also working on virtual fitness lessons with students (trial takes place with staff on 2 x occasions Wednesday 29th April). We also shared this link with parents/carers:

<https://www.catholiceducation.org/en/marriage-and-family/parenting/13-things-to-do-with-your-family-during-the-coronavirus.html>

We are also running a 'Zoom' online quiz for all staff at 8:15pm Thursday 30th April, hosted by Mr Gillespie (JGI) and we will be promoting 'Mental Health Awareness Week' (w/b 18th May) and 'Thank a Teacher Day' (Wednesday 20th May).

Feedback we have received from parents/ carers so far:

'Let me use this opportunity to thank all of you, the entire staff/school community for a great job and all of your effort in making sure the students keep on learning during these unprecedented times. My sincere appreciation to you all and God bless.'

'A huge thank you to all the staff at The John Fisher School, we greatly appreciate the work set and the communication to parents and boys alike.'

'We just want to say a huge thank you to the whole teaching and non teaching team at John Fisher for the fantastic work you are doing at this difficult time. As a parent, the information and regular updates we have received have been exemplary. We wanted to express our sincerest thanks for all the work you are doing, which is hugely valued and appreciated in these uncertain times. We wish the whole John Fisher family all our best and look forward to more secure, happy and healthy times.'

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'I just wanted to say the school are doing a fantastic job in keeping us updated. Thank you guys for everything you are doing at this uncertain time. I hope and pray that you and your families will be kept safe and stay healthy at this scary time.'

'Many thanks for all your staff and their hard work in the current climate!'

'Thank you to you and all staff for working so hard in these ever changing times to provide best support for the students and keep yourselves and students as safe as possible.'

'I would like to extend a very big thank you to all of you in the support you have provided us in this very difficult situation. The school as always have been exceptional and this is an unprecedented situation. Many thanks.'

'Thank you to all the staff for their efforts at this difficult time. Keep safe.'

'Thank you for keeping us posted with so much detail and decisiveness. We continue to pray for everyone's safety.'

'Thank you for regular updates and for thinking about the safety of our boys.'

'Difficult times - you have our full support whatever is decided.'