



Felsted

Remote Learning

Spring Term 2021

Felsted Prep School - Guide for Parents

Introduction

Felsted is a school that develops the character of every student, to help to prepare them for life beyond school. All pupils should have an experience that includes a better understanding of their place in the world, and their responsibility to the environment in which they live. Felsted is an educational community whose philosophy embraces a breadth of challenges and there could be no greater challenge than again trying to maintain our vision for the education of our pupils through remote channels during this difficult time.

It is with this in mind that we have again worked hard over the last few days to create opportunities for pupils to continue to learn and make progress and provide them with access to the support and guidance of their teachers throughout their journey via Google Classroom, Tapestry (in the Pre-Prep) and other remote learning tools. This guide outlines our plans for the continuation of their education from the start of the Spring Term, as this is of paramount importance. We are also working hard to ensure that opportunities for moral, spiritual and personal development are available and we hope that the co-curricular and enrichment developments will also help pupils to gain balance and promote well-being whilst working in unfamiliar conditions.

Our core values are our strong sense of community, our respect for one another and our willingness to work hard. These will, of course, remain during this time of Remote Learning. The supportive, caring and nurturing environment that we associate with Felsted is still very much available to all pupils through the pastoral care of the Tutor and Phase Teams, and the support of the Wellbeing Team. Our remote systems should enable all pupils to feel that they are involved, listened to and informed in order to make the best possible progress.

Stay in touch, stay safe and well
Garde ta Foy!

Christina Bury (Director of Learning, Felsted Prep School)

Simon James (Headmaster, Felsted Prep School)

Principles

1. We want to provide a curriculum that is engaging, is effectively differentiated for different learners and helps to prepare pupils for the next step on their journey.
2. We want to follow the normal school timetable as much as is feasibly possible to support routine.
3. We want to build on the strong relationships between teacher and pupils (and between pupils) by retaining the normal class groups and subject teachers as much as possible.
4. We want to ensure that we provide a timetable that reflects normal provision with a programme of academic and cocurricular opportunities which ensure breadth and depth in terms of pupils experiences. For this reason, there will be scheduled lessons on Saturdays for Y7/8 as well as opportunities for older pupils to engage in a full co-curricular programme between 4pm - 5.30pm as usual.



Pastoral Care and Support

The pastoral care of our pupils is a key strength of the School and we intend to maintain our provision in the following ways:

- **Stewart House:** Stewart House will follow the usual timetable for the week. Parents will be emailed at 5pm the previous day with an outline of the next day's lessons, to enable families to be prepared. Throughout the day Class teachers will be available live online to support pupil learning. This will be a set time when parents log onto Google Classroom using their child's Felsted account details and access Google Meet.

During a live lesson, teachers will be online and can offer additional support if required. Other lessons may have pre-recorded video support. Each family will have their own circumstances and preference of how they wish to work, therefore, a mixture of live and pre-recorded teaching allows flexibility to the structure of the day.

- **Prep School:** Tutors will touch base with their tutees on a daily basis (through school email accounts and Google Meet). Pupils must register with their tutor at 8.45am and remain in their tutor session until 8.55am. Tutors will use this time to check academic progress and pastoral issues with their tutees, as well as giving recommendations for extension work beyond the curriculum.
- Should a teacher or tutor become concerned about a pupil's engagement in online learning, they, or the appropriate Head of Phase, will make contact with parents.
- Heads of Phase will continue to maintain contact remotely and will be available to all pupils and parents for help and support as necessary.
- Pupils and parents can contact their tutor and Head of Phase via email.
- In these very challenging times, some pupils may require support in addition to that provided by their tutor. In these circumstances both pupils and parents can contact the Wellbeing Centre staff directly: wellbeing@felsted.org.

Pastoral Support System

Our usual pastoral support systems will remain in place via key staff and pupils may contact them via their school email account in the first instance:

Head of Stewart House - Mrs J Atkins jaa@felsted.org

Head of Ffrome Court - Mrs J Green jeq@felsted.org

Head of Cloisters - Mr P Bailey pmb@felsted.org

Head of Courtauld House - Mr M Stringer mcs@felsted.org

Wellbeing Centre: wellbeing@felsted.org

School Chaplain - Mr N Little: nijl@felsted.org

Designated Safeguarding Lead - Mrs J Atkins jaa@felsted.org

Deputy Head - Mr J Fincher jpf@felsted.org

Headmaster - Mrs S James scj@felsted.org

Academic Learning and Support

The continued academic progress of all pupils is of vital importance; departments and teachers have been preparing for remote teaching and learning.

Felsted staff are now familiar with using Google Classroom to deliver online lessons on the same school timetable for all students, with the option to use Google Meet to keep active communication going.

Teachers have set up Google Classrooms for each of their classes and pupils have been enrolled into these online classes, through which online lessons will be delivered. Teachers will plan and provide lessons focused on the relevant curriculum with the usual variety, as far as is practical.

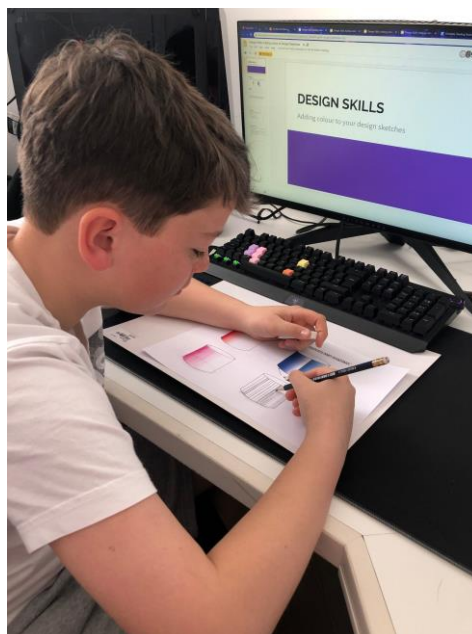
During term time, pupils are expected to engage in the lessons and activities provided through Google Classrooms during normal school hours, including the completion of tasks and written work which is set by teachers.



Academic Structure and Lessons

Overwhelming feedback indicated that pupils in FPS find following their current timetable very supportive. For this reason, where possible, we have planned to keep teachers and timetables in place as usual.

- **Stewart House:** Pupils from Reception to Year 2 will follow their normal timetables between the hours of 9am - 3.30pm. Teachers are available during these hours. An email will be sent to parents at 5pm the evening before. Lessons will also be posted on Google Classroom at 5pm the previous day to help with preparation for the next day. All pupil work completed should be uploaded to Tapestry for feedback from the teacher.
- **Prep School:** Pupils from Year 3 - 8 will follow their normal timetables between the hours of 8.45am - 3.30 and will be taught by their normal class teacher. Some specific changes to this may be highlighted in more detail in the relevant Phase section of this booklet.
- Pupils from Year 3 - 8 must register with their tutor at **8.45am** every morning through the Google Classroom.
- Pupils will then need to log into the next appropriate Google Classroom for the start of their 9.00am lesson. Pupil cameras should be turned on throughout the lesson. All lessons will be released on the Google Classroom by 8.30am every morning to allow for greater flexibility in planning the day for your child.
- A **co-curricular programme** is in place to reflect the pupils normal timetable commitments between 4pm - 5.30pm (Year group specific) Please see further details.



Academic Support

- **Stewart House:** Class teachers will provide guidance and feedback whilst live teaching or via Tapestry. 'Stickers' and certificates will be uploaded for recognition of pupil achievements.
- **Prep School:** During the lessons the teacher will be online and ready to provide 'live' guidance and feedback as appropriate through the 'chat' or 'comment' options in Google Classroom.
- Please be aware that teachers may not be able to respond **in detail** to every child during the online lesson. Teachers will provide more feedback once they have had the opportunity to review the pupils work more thoroughly.
- Teachers are conscious of the amount of screen time involved in online lessons and some aspects of the lessons may include more creative activities to support learning.
- Pupils will be expected to work at their own pace throughout the lessons and optional extension material will be provided.
- Pupils must ensure they 'submit' their work once completed so the teacher is able to see it is complete and ready to be reviewed.
- If an extension is needed in order to complete the work set the pupil should contact the teacher to ask for additional time.

Flexibility

- We do understand that there may be times when your child cannot take part in a set online lesson at a given time. We ask that in these circumstances, the relevant teachers are contacted to make them aware that the pupil will not be in the lesson.
- If a pupil is unable to complete an online lesson they can always undertake the lesson at a later date.
- Teachers will keep a register of pupils attending online lessons and Heads of Phase will contact parents if they have concerns regarding the quality or quantity of work pupils are producing.
- Please do encourage your child to take short breaks throughout the day as they feel necessary.
- We are releasing all lessons by 8.30am every morning to give you and your child greater flexibility to plan your day if necessary.

- **Please be aware that teachers will only be able to provide online guidance during the set time for the lesson as stated on the timetable.**

Academic Expectations

As ever, pupils remain members of the school and are subject to appropriate school rules. In particular, we would ask that parents support the school by ensuring that pupils demonstrate active good behaviour with regards to their use of online material which has been provided by teachers on behalf of the school as part of online education.

- A Pupil Code of Conduct for Online Learning has been produced to help the children to understand the expectations for engaging in remote learning. **Safeguarding guidelines must be followed.**
- Interactive and online behaviour must mirror the expectations of the classroom
- Pupils are expected to register at the start of the lesson with the teacher and they should not leave the lesson until the teacher has dismissed the class.
- Teachers will use the 'smiley face' reward system to communicate praise or concerns directly with parents.

Enhanced Learning

The Enhanced Learning Department will continue to provide additional learning support to pupils who require it through Google Classroom and Google Meet. Parents must complete a specific consent form for remote 1:1 lesson support. By signing this consent form, you agree to you (or another appropriate adult) being present throughout the lesson. The presence of this adult is an essential requirement for the lesson to take place. Please contact Maura Murphy(prepsenco@felsted.org) for further details.

Learning support, both 1:1 lessons and SPM group lessons, will continue to be provided to pupils who have benefitted from them in the 'normal' curriculum. LS teachers will offer additional teaching that supports the curriculum by enabling pupils to revisit or develop essential foundation skills, or giving them stepped instruction in areas of individual difficulty. Lessons will also provide pupils with the opportunity to ask questions about the tasks set by their teachers in any of their subjects, thereby encouraging and motivating LS pupils to feel confident and engage with the wider curriculum on offer.

Assessment of pupil understanding will be carried out via live discussion, small assessed tasks within lessons, and marking of work submitted through Google Classroom. Learning support teachers liaise with subject teachers, take note of feedback, and advise as needed

regarding appropriate adjustments and support for LS pupils in subject lessons; parent dialogue is encouraged to quickly address any difficulties the pupils may be having to bring about the best learning experience for each pupil.

Learning Space

It is important that children have an appropriate space at home to complete their learning. We would suggest designating a space, separate from where they eat, sleep, socialise and relax. This space should include a flat, hard surface for them to work on, have a reliable internet connection and, as far as possible, be quiet, well lit and without distractions.

For the purpose of live online video discussions, pupils should be located in an appropriate room (e.g. kitchen or dining room, not bedroom) and must wear suitable day-time dress.



Remote Co-curriculum

In addition to academic learning, pupils will be provided with online resources to support their co-curricular development. There will be co-curricular google classrooms set up with the following headings;

Years 5-8 Co-curricular Activities Programme

Ffrowe Court Co-curricular Activities Programme

Cloisters Games Lessons

Courtauld House Games Lessons

The Spring Term online Co-curricular activities programme will focus on **opportunity and choice**. These clubs and activities are aimed to help pupils continue to develop important life skills from home, competitions to help them discover and develop their creative side or to help their household relax, spend quality time together and offer a little help and advice.

As per the school timetable, activity sessions will take place after 4.00pm. At this time pupils will access their co-curricular Google Classroom and select which club they would like to take part in each week. Each pupil should be able to submit or give feedback on what they have completed through the Google Classroom. For example, through a google doc, at the end of the activity or by submitting a photograph or commenting on the class comments feed. They will receive communication and feedback from their teacher leading the activity.

For games pupils will have their own Google Classroom for each session. This will be updated on a weekly basis with new content and there will also be a logbook in order to track how active each pupil is being each week. This will include exactly what activity has taken place either within the home or outside and may also include a food diary to ensure healthy eating. Every pupil should aim to be physically active for a minimum of 20 minutes per day.

Each pupil's activity log book will be looked at on a weekly basis by their allocated games mentor who will encourage and offer support for their pupils to live a healthy and active lifestyle even when from home.



Peripatetic Music and LAMDA lessons

Instrumental lessons and LAMDA lessons will continue to take place through Google Hangouts Meet. If parents have already completed a consent form in the past then there is no need to do so again. Parents of new pupils and those who have recently started lessons will be contacted by Vicky Smith, Performing Arts Administrator - mpaadmin@felsted.org in order to give written consent. By signing this consent form, you will agree to you (or another appropriate adult) being present throughout the lesson. These lessons will continue to take place on rotation throughout the school week so that pupils are not regularly missing lessons for the same subject. Should pupils wish to start Music or LAMDA lessons at this time, please do let us know and we will do our best to accommodate this.



Safeguarding and Data Protection

For safeguarding and data protection reasons, Felsted School's Online Learning takes place through the Google suite, including Google Classroom. Online Learning should be accessed by pupils on Chromebooks or other devices via the Chrome browser; if pupils are using devices other than Chromebooks they must log into the Chrome browser using their school credentials. Stewart House continue to use their usual authorised software (e.g. Tapestry).

- Pupils should follow the Code of Conduct for Online Learning.
- Pupils should have their cameras on throughout the lesson
- Pupils should work in a public space not a bedroom. It needs to be a safe space, free from distractions.
- For interactive sessions, pupils should be dressed appropriately.
- Backgrounds should be blocked or blurred or when none of these are possible, the background should be as neutral as possible to safeguard all involved.
- Interactive and online behaviour must mirror the expectations of the classroom, consequently, no photographs of staff or pupils may be taken during lesson time.
- Lessons must not be recorded by the pupil, nor shared publicly.
- Pupils must not deliberately download, upload or forward material that could be considered offensive.
- Communications must be sensible and responsible at all times, between pupils and with staff.
- Talk openly with your child about staying safe online; encourage your child to report to you any instances of unwanted messages or images from strangers or pupils. We are unable to track or manage online difficulties outside of our network.
- Parents should regularly check on their child's online learning, ask what they are doing and be aware of the staff member with whom they are communicating
- Live lessons and chats will only take place during the normal school day between 8.45am - 3.30pm
- A breach of these guidelines may result in a school sanction in line with protocols during normal school times.

The Focus for each Phase

Stewart House

Timetables for each year group will be shared with parents prior to the start of term via email.

Parents will be notified about the next day's lessons as these will be posted on Google classroom at 5pm the day before lessons commence.

A mixture of live and pre-recorded lessons will take place throughout the day and teachers are available between 9am and 3:30pm. All completed work should be shared via Tapestry for the class teacher to review and provide feedback.

Each day, a link to an optional Mindfulness or yoga session will be posted to Google Classroom Mrs Atkins will email at the end of each day with a link to a bedtime story viewed through ClickView.

The Focus for each Phase

Stewart House

RECEPTION	Curriculum content Spring term:
English	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Maths	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children count reliably with numbers from 1 to 20, place them in order and say which</p>

	number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Under- standing the World	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Expressive Arts	Children sing songs, make music and dance and experiment ways of changing them . They safely use a variety of materials, tools and techniques, experimenting with colour, design form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Music	The children will have a wealth of singing and moving opportunities each week. Rhymes, games and activities will feature, alongside listening and appraising activities.
MFL: Spanish	The focus will be on Greetings, Colours, Numbers, Animals, and different parts of the body, taught through songs.
Computing	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Reading - Literacy Planet/Oxford Reading Buddy Spellings - Purple Mash Maths - Purple Mash
PE	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
YEAR 1	Curriculum content Spring term:
English	Phonics: Phonics Phase 5 digraphs: ph, ew, oe, au and ey. Split digraphs a-e, e-e, i-e and o-e. Common exception words: of, said, was, has, come, one, once, ask, your, is. SPaG: Joining words and joining clauses using and Recognise capital letters at the start of sentences. Use full stops and sometimes question marks , at the end of sentences. Planning writing using frames and encouraging pupils to speak sentences before writing. Planning writing through talk for writing. Descriptive writing using adjectives and order events making simple connections between them. - Based on stimulus from the clip of the dinosaur wrecking the classroom. Using - 'We're going on a bear hunt' by Michael Rosen as a stimulus for 'talk for writing' allowing their knowledge of a familiar story to support their own writing. Information fact files about dinosaurs.

	<p>Comprehension activities developing inference skills, prediction, use of language (e.g. significant words and phrases, repeated phrases). Talk about how the text makes them feel.</p>
Maths	<p>Time - telling time to the hour, telling time to the half hour, using next, before and after, estimating duration of time, comparing time, using a calendar</p> <p>Money - recognising coins, recognising notes</p> <p>Volume and Capacity - comparing volume and capacity, finding volume and capacity, describing volume using half and a quarter</p> <p>Mass - Comparing Mass, Finding Mass</p> <p>Space - Describing positions, describing movements, making turns</p>
Science	<p>Animals - Identify and name a range of common animals from the local and wider environment.</p> <p>Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.</p> <p>Name animals living in a range of familiar environments, such as their homes, woodland or school grounds.</p> <p>Explain how to take care of an animal from the local habitat.</p> <p>Identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance.</p>
History	<p>Historical events: Exploring the life of the historical figure Mary Anning.</p> <p>Sequence the historical timeline of Dinosaurs on Earth. Retell the significance of Dinosaurs on the developing world.</p>
Geography	<p>Physical Geography. Identifying features of different seasons.</p>
Art/DT	<p>To use a range of materials creatively to design and make products - links with Dinosaur topic.</p> <p>Use modelling materials to create a realistic or imagined form.</p> <p>To explore art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Evaluate their own work and that of others.</p>
Music	<p>The children will follow the theme of Dinosaurs, singing, dancing and moving to themed songs and rhymes, incorporating the different musical 'elements'. Introduction to music technology through Purple Mash, 2Simple Toolkit. Singing and moving activities will be given each week.</p>
MFL: Spanish	<p>The focus will be on Greetings, Colours, Numbers, Animals, and different parts of the body, taught through songs.</p>
Computing	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs use logical reasoning to predict the behaviour of simple programs - coding via Purple Mash.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content - activities via Google Classroom and Purple Mash.</p> <p>To use technology safely and respectfully, keeping personal information private; identify</p>

	where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PSHE	<p>Healthy lifestyles - Feelings and emotions. What makes us feel good?</p> <ul style="list-style-type: none"> - Managing feelings. <p>Rights and responsibilities</p> <ul style="list-style-type: none"> - Positions of responsibility within Stewart House and Prep School. <p>Keeping safe around drugs and medicines.</p>
RE	<p>Friendship</p> <ul style="list-style-type: none"> - What makes a good friend? - What makes a good friendship? - Was Jesus a good friend? - Exploring section 15:13 in John. - Exploring the story of Zacchaeus.
PE	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
YEAR 2	Curriculum content Spring term:
English	<p>Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> - Compound nouns - Expanded noun phrases - The possessive apostrophe for singular nouns - To use alphabetical order to find a word and order words - To use coordinating and subordinating conjunctions <p>English (Linked to our topic of 'Katie Morag')</p> <ul style="list-style-type: none"> - Reading comprehensions (retrieval, inference, prediction, sequencing and creation of own comprehension questions). - Character descriptions - Writing captions to accompany parts of the story (in '2CreateaStory') - Recount - Newspaper report
Maths	<p>Length - Measuring length in metres and centimetres. Comparing length in metres and centimetres. Comparing the length of lines. Problem-solving involving length.</p> <p>Mass - Measuring mass in kilograms. Measuring mass in grams. Comparing the mass of two objects. Comparing the mass of three objects. Problem-solving involving mass.</p> <p>Temperature - Reading the temperature on a thermometer. Estimating temperature. Comparing temperatures and placing these in order from lowest to highest and from highest to lowest.</p>
Science	Scientists and Inventors: Louis Braille, Elizabeth Garrett Anderson, Charles Macintosh
History	People of historical importance: See above (linked to Scientists and Inventors).
Geography	<p>Maps and Islands (Linked to 'Katie Morag')</p> <p>Human Geography - map reading, using grid referencing, map symbols</p> <p>Physical Geography - Comparing and contrasting two localities.</p>

Art/DT	<p>Drawing skills : To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to create a detailed island.</p> <p>To learn about the design and significance of tartan; the children will create their own tartan design.</p>
Music	<p>The children in Y2 have been asked to purchase a descant recorder last term. A recorder 'lesson' will be given each week, a simple warm up and demonstration of creating the correct note and tone given. A piece will be given for the children to look at. The children will also/either/or, continue with their learning of standard musical notation (the musical code!), and will use homemade instruments, body percussion and virtual instruments to perform rhythms. Singing and movement activities will be given each week. The children will begin sequencing and composing on music technology, purple mash 2 Simple Toolkit.</p>
MFL: Spanish	<p>The focus will be on Greetings, Colours, Numbers, Animals, and different parts of the body, taught through songs.</p>
Computing	<p>Touch Typing skills - BBC Dance Mats</p> <p>Internet Safety - To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Writing captions and drawing pictures in 2CreateaStory (Links with English, 'Katie Morag').</p> <p>Coding/Programming - Purple mash</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and ambiguous instructions. Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs using Coding in Purple Mash.</p>
PSHE	<p>Health and Wellbeing - Looking After Myself</p> <p>Understanding the importance of talking about how we are feeling, eating a balanced diet, thinking about what we need to wear to stay safe in a given climate, the importance of regular exercise, having plenty of rest and sleep and looking after our personal hygiene. Children understand the importance of staying safe around medicines and road safety.</p>
RE	<p>Judaism</p> <p>The children are learning to understand how important it is for Jewish people to do what God asks them. To understand some of the things that Jewish people do to show respect and do what God asks them to do. To understand the Seder Meal; what it symbolises and means to Jewish people.</p> <p>Skills: Empathy, Application, Evaluation, Investigation, Discernment, Reflection</p> <p>Attitudes: Curiosity, open-mindedness, Critical Awareness and Self Awareness</p>
PE	<p>Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>

Ffrome Court

Every Afternoon your child's tutor will email you with a timetable for the following day. This will allow the children to gather any materials they may need for the lessons. Your child's tutor will then be available in the morning to greet the children at 8.45 in a google meet..

Registration will be at 8.45am and lessons will begin at 9.00am. A register will be taken in the tutor time every morning. All lessons for the day will be released before 8.30am to allow you flexibility as to when the lessons are completed. Please note however, that the subject teachers will be available live during the timetabled lessons as per your child's timetable. This will enable the subject teachers to explain the lesson content and to help your child with their work. Outside of the timetabled lessons, the teachers may be teaching other classes or year groups so would not be able to reply to any questions immediately and would need to respond when convenient.

Year 3 will follow their class timetables. The Year 3 Teachers will use Google Classroom.

Year 4 pupils will follow their timetables with all their lessons being set via Google Classroom. The children should log onto the relevant Google Classroom to find the instructions for the lesson.

We hope that as much as possible, any written work can be written directly onto a document on the google classroom lesson or uploaded to the classroom by means of a scan or photo if the file requires printing out . This enables the staff to mark, feedback and monitor the children's learning and respond directly to them rather than through you as parents, via email.

There will be opportunities for set breaks within the day as per the timetable but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we encourage you to email your child's tutor or Mrs Green if you have any concerns.

The Tutors and subject teachers will monitor the work completed by the children and work will be marked and the children will be provided with feedback as they normally would. Our awards system will continue as much as possible and the children can be nominated for our WOW, HOWDI, 5p awards and HMCs as normal. The green smiley faces will continue after lessons for those who show great effort and engagement during the lesson.

Lessons will finish at 3.20pm.

On Tuesdays we will run our extra curricular activity for pupils in Year 3 & 4 based around 'British Values'.

Year 4 pupils are required to stay on Thursdays and we will run an activity programme for them each week.

Year 3

	What will they cover next term?
English	Imaginative Story Writing: Using Fantastic Mr Fox as a core text. Discuss characters, create word banks for character descriptions, understand dialogue and how to punctuate it, to write continuously in the same tense and analyse the structure of a story before writing their own.
Maths	Statistics: Interpret and present data, pictograms, bar charts, tables and graphs. Shape - 2D and 3D. Solving problems involving interpreting data in different formats. Consolidation of addition, subtraction, multiplication and division.
Science	Light: Light and Dark, Reflective Surfaces, Marvellous Mirrors, Sun Safety, Making Shadows, Changing Shadows.
Spanish	Consolidation of prior learning taught from the previous term. Topics: Food and Drink. Higher numbers / colours / quantities Grammar: Indirect and direct articles. Singular and plural nouns. Giving opinions using 'me gusta'. Asking and answering questions using the verb 'querer'. (To want to) Pupils will be learning through song, stories as well as other learning tasks.
Topic	Ancient Egypt: Who were the Ancient Egyptians? What was life like in Ancient Egypt? Mummies, Tutankhamun, Write like an Egyptian, Egyptian Gods.
Music	Instruments of the Orchestra (Young Person's Guide to the Orchestra), The Carnival of the Animals, Musical Elements. Purple Mash - 2 Simple Music Toolkit, Listening activities.
Computing	Computer Skills developing a variety of different skills using Purple Mash activities.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.
Art	Illuminated Letters inspired by Fantastic Mr Fox
DT	Paper Engineering. Pupils will learn how to make a series of paper toys.
RS	Jesus' Miracles: How do our bodies get better when we are sick? What is a miracle? Jesus' miracles. Why do Christians believe in miracles?
PSHE	Health & Wellbeing & Living in the Wider World - Year 3 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Year 4

	What will they cover next term?
English	Character Description - Using Beowulf as a stimulus to study. Weekly introduction/consolidation of Grammar techniques. Reading Comprehensions and daily reading. Spellings.
Maths	Number Work - Four Operations, word problems, money, fractions and decimals. Weekly Mental Maths, Preps & X-Table practice will also be provided.
Science	Scientists & Inventors - Pupils to be provided with an online google classroom task for each lesson. Inventors that will be studied include: Thomas Edison, Joseph Priestley and Lord Kelvin. There will also be an activity on Alan Turing (the famous WW2 Code Breaker). Optional 'Aiming High' activities will also be provided.
Spanish	Consolidation of prior learning taught from the previous term. Topics: Parts of the body and health topic. Grammar: Indirect and direct articles. Irregular verb 'doler'. Creating short conversations. Asking and answering questions. Optional ' Cultura hispánica ' project. An opportunity for pupils to research, fact-find and present their work.
Humanities	Vikings & Anglo-Saxons: When did the Vikings invade Anglo-Saxon Britain? Who were the Vikings? Who were the Anglo-Saxon kings who ruled during the 'Viking Age'? How does the Anglo-Saxon justice system compare with modern day equivalents? What was everyday Viking life like? Settlements: What Did Early Settlers Need? Where Would You Settle? What's in a Name? How Is Land Used in Settlements? How Are Settlements Linked? An Ideal Place to Settle - design your own settlement.
Music	Programme Music: What is programme music? Understanding how music can paint a picture of things in our minds. The Carnival of the Animals, Musical Elements games, listening activities.
Computing	Computer Coding using a variety of different Purple Mash activities
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.

Art	Arcimboldo , create your own fruit face ! Learning about composition, colour, pattern and texture.
DT	Photograph - Frame of Nature. Pupils will design and make a photograph frame, which is suitable for promoting the school's garden.
RS	Judaism: What foods are special to us? Foods in the Jewish religion. Passover and the 4 questions of Passover. The Seder meal. Christianity: Forgiveness and the Easter Story: Maundy Thursday, Good Friday and Easter Sunday.
PSHE	Health & Wellbeing & Living in the Wider World - Year 4 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Cloisters

Pupils in Years 5 and 6 have already started using Google Classroom as a method of online teaching in lessons, and we hope the children will see this as an opportunity to develop their independence. At times, the children will find things challenging; it is important they have time to solve these problems and grow. Teachers will be online to support learning throughout all set timetabled lessons but the aim is for the children to be responsible for their own learning.

The timetable for Years 5 and 6 remains the same despite some timings being altered slightly. The continuity of teachers, lessons and classes will remain the same where possible and we feel this will provide great reassurance to our young pupils. Parents can find a copy of their child's timetable on the MIS system and in their work pack that will be sent out. The pupils will be expected to register with their tutor at 8.45 and then attend lessons for the day until 3.20pm. There will then be the opportunity to complete any outstanding pieces of work, enjoy some reading or carry out any extension work set from 3:30 - 5:00pm, as well as participate in the Games and Activity sessions via the Google classroom. On Saturdays your child is encouraged to catch up on any incomplete work from previous lessons and take part in the co curricular activities and challenges.

There will be opportunities for set breaks within the day but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we understand there will be a need for a degree of flexibility. Ideally your child should stick to the set timetable. However, we understand that there may be times when this is not practical. Please keep the lines of communication open and let your child's teacher and tutor know if they are unable to attend a class for any reason.

We thank you for your support at these most challenging of times.

Year 5

	What will they cover next term?
English	<p>Continuation of grammar principles, general comprehension and response to texts. Writing will be both creative and transactional.</p> <p>Explanation and Instructions Identification and then implementation of non-narrative techniques</p> <p>Poetry Analysis of different poetic styles. Self composition.</p> <p>Weekly spellings and grammar differentiated accordingly.</p> <p>Comprehension skills: skimming and scanning, retrieval, prediction, deduction, inference and authorial technique</p> <p>Class reader differentiated accordingly.</p>
Maths	<p>Children will continue to consolidate known facts and further develop mathematical fluency.</p> <p>New learning and revision will cover the order of operations; finding the difference between positive and negative integers; the names and abbreviations of units of measure including time; comparing/ordering fractions; calculations involving fractions; calculating the area/ perimeter of rectangles; describing and identifying the features of 2d and 3d shapes and solving problems involving angle.</p>
Science	<p>Earth, Sun, Moon and Space.</p> <p>Pupils will be able to describe the movement of the Earth and other planets relative to the sun in the solar system. They will be able to describe the movement of the moon relative to the Earth. Pupils will be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. They will also have the opportunity to undertake their own research project on the topic area 'The Solar System'.</p>
Modern Foreign Languages: Spanish	<p>La Casa (The Home)</p> <p>This topic includes the learning of the rooms, activities and jobs around the home. Grammar: Regular and irregular verbs, formation of the negative, time phrases, connectives, opinions as well as asking and answering questions. Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project, 'La Comida Española'. An opportunity for pupils to research, fact-find and present their work independently.</p>
History	<p>Pupils will study Mary I and how religion played a major part in her reign. The Spanish Armada which includes tactics, writing a diary entry and analysis of the battle. We will then move on to Tudor Crime and Punishments.</p>

Geography	Continuation of Rainforests with a focus on biomes and the impacts of deforestation. Following this we will introduce our Case Study on Kenya .
RS	How significant is it for Christians to believe that God intended Jesus to die? To reflect on the difference between purpose and destiny. To understand the events of Holy Week and the importance for Christians of Jesus' death being part of God's plan.
Art	Animal Portraits: Drawings investigating line, tone and form.
DT	Bug Hotel; Research, Design & Make a bug hotel using recycled food packaging & found natural materials.
Computing	Non-Chronological Presentations. Creating a boot/museum style presentation on Endangered Animal and Plant species. Online Testing. To commence once back in school. Basic Programming. Using flowcharts to create a simple program.
Drama	Elements of storytelling and tension . This will involve use of media and interactive pages on Google Classroom
Music	Music technology - composing on computers and devices. Listening and appraising different musical styles. Continuation of reading standard musical notation, singing activities and appreciation of different genres of music.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected sports.
PSHE	Health & Wellbeing & Living in the Wider World - Year 5 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Year 6

	What will they cover next term?
English	<p>Exploration of Shakespeare, his life and works. Continuation of grammar principles. General comprehension work. Writing will be both creative and transactional.</p> <p>Introduction to Shakespeare. Awareness of Shakespearean language, types of play, the playwright's life and times and key plays.</p> <p>Comprehension skills: skimming and scanning, retrieval, prediction, deduction, inference and authorial technique</p> <p>Class reader differentiated accordingly</p>
Maths	<p>Pupils will continue to consolidate known facts and further develop mathematical fluency. New learning and revision will cover recognising the properties of numbers; solving problems with more than one step and selecting appropriate strategies to solve real world problems. Pupils will also solve problems involving equivalent fractions, fractions of amounts and calculations involving fractions. They will then move on to revise their knowledge of angle, identifying parallel and perpendicular lines, and use associated facts to solve problems involving quadrilaterals.</p>
Science	<p>Pupils will cover the topic of Adaptation and Interdependence. This topic includes how plants grow and how they and animals are dependent upon each other through feeding relationships and nutrition for life. Food chains and webs are explained. Identification and simple classification by using branching keys are introduced and used. Key ecological words and ideas such as predator, prey, consumer, producer, habitat and ecosystem.</p>
Modern Foreign Languages: Spanish	<p>En el Mercado (At the Market) This topic includes food and drink vocabulary, higher numbers and quantities, meeting up, directions, making excuses and places in the town. Grammar: Articles, plural nouns, irregular verbs, opinions as well as asking and answering questions. Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project, 'La Comida Española'. An opportunity for pupils to research, fact-find and present their work independently.</p>
History	<p>Pupils will complete their work on Dunkirk before starting the topic of the Battle of Britain. Pupils will find out the main reasons why England won. We will look at radar, types of planes being flown, ground defence, fuel efficiency. Following this, we will look at the- Home front- Evacuation, rationing, home guard, what life must have been like for the "normal" person.</p>
Geography	<p>Pupils will complete their studies on Climate Change with a short test/quiz. Then they will progress to look at Farming with a focus on UK and world</p>

	farming patterns. This will provide an opportunity to gain links with map work from their first topic whilst gaining an understanding and appreciation of farming techniques around the world.
RS	How important are religious books to religious people? Pupils will do a series of activities that make up their R.S. section in their passports. They will consider the importance of holy books and the religious 'heros' that they are about and their significance to believers.
DT	Exploring Engineering; Pupils will explore structures by looking at how systems & engineering principles shape our landscapes. This will start by looking at windmills and making a simple paper model of a windmill and lead into a series of challenges to build structures that support a load. Pupils taking part in the challenges will need access to a healthy supply of paper, a roll of sticky tape, a glue stick & a pair of scissors.
Art	Surrealism: Pupils will create their own Surrealist inspired artwork investigating scale, shape, form and texture.
Computing	Super-Hero Comic Book Storytelling. Designing and creating a story about a superhero using digital media. Young Engineers Pitch Letters.
Drama	A basic history of theatre from around the world including Western popular theatre and Eastern dance drama
Music	History of the Orchestra - Focus on Baroque and early classical - Bach, Handel, Haydn. Mozart. Compose your own 'eco' rap.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected sports.
PSHE	Health & Wellbeing & Living in the Wider World - Year 6 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Courtauld House

Pupils in Year 7 and 8 are familiar with using Google Classroom as a method of online learning and we hope they will see this as an opportunity to develop important skills of independence, self discipline and responsibility. Teachers will be online to support learning throughout all set timetabled lessons but this is a moment for them to show leadership in their own learning.

The timetable for Year 7 and 8 remains the same despite the slight changes to timings. The continuity of teachers, lessons and classes will remain the same where possible and we feel this will provide great reassurance to our young pupils at this time of great change. Parents can find a copy of their child's timetable on the MIS system. The pupils will be expected to register with their tutor at 8.45 each morning and then attend lessons for the day until 3.20. There are no formal activities sessions after 4pm but there are a wide range of co curricular opportunities on the google classroom that will be outlined to your child by their Tutor. There will be normal Saturday lessons (as is also the same in the Senior School).

Assessment continues to be an important part of our teaching and will continue on an informal basis. We appreciate that taking formal examinations while under these conditions will be deemed impractical and potentially unreliable. However, we do encourage your child to consolidate prior learning as this is an important part of the learning process.

There will be opportunities for set breaks within the day but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we understand there will be a need for a degree of flexibility. Ideally your child should stick to the set timetable. However, we understand that there may be times when this is not practical. Please keep the lines of communication open and let us know if your child is going to be unable to attend a class for any reason.

We thank you for your support during these most challenging of times.

Year 7

	What will they cover next term?
English	<p>Exploration of the theme of Racism/Prejudice. This will be introduced through various poems and narrative texts. Continuation of response to literature through set text. Comprehension skills covered: deduction, authorial technique, inference, and retrieval. Creative and transactional writing as well as a variety of writing techniques to engage the reader and for purpose.</p> <p>Response to a variety of text types: skills covered: deduction, authorial technique, inference, retrieval</p> <p>Racism, Discrimination and Prejudice Exploration, response to and analysis of different text types: fiction, non-fiction and poetry.</p> <p>Creative and transactional writing inspired by topic</p> <p>Class reader</p>
Maths	<p>Children will continue to consolidate known facts and further develop mathematical fluency.</p> <p>New learning and revision will cover algebraic operations including simplifying, collecting terms and solving equations; revision of coordinates and representing equations as straight lines. Pupils will then learn to analyse a problem and collect, represent and interpret data in order to solve the given problem.</p>
Science	<p>Pupils will study Ecological relationships, populations and habitats, distributions and adaptations. Pupils will know how to show the relationships between organisms in a food chain and food webs. They will research what organisms need to survive and they will also investigate how changes in populations occur.</p>
MFL: French	<p>New topics: Sports in French speaking countries, talking about which sports you play, free-time activities, weather, describing where you live, clothes, expressing opinions as well as asking and answering questions.</p> <p>Grammar: Revision of 'er' verb endings, aimer + infinitive, adjective endings, qualifiers, connectives and expressions of time</p> <p>Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project. An opportunity for pupils to research, fact-find and present their work independently.</p>
MFL: Spanish	<p>Viva 1 Module 3: En el Instituto (At School) This topic includes school subjects and opinions, break-time and extra-curricular activities and school facilities.</p> <p>Viva 1 Module 4: Mi Familia y Mis Amigos (My Family and my Friends) This topic includes family members, physical descriptions as well as describing friends and where you live.</p>

	<p>Grammar: Regular and irregular verbs, giving opinions, articles and adjectival agreement, possessive adjectives and using the third person. Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project, 'Proyecto Yo'. An opportunity for pupils to research, fact-find and present their work independently.</p>
MFL: German	<p>New topics: Talking about families, birthdays, appearance, sport and leisure activities, mobile phones and computers</p> <p>Grammar: German word order, 'weil' clauses to give reasons and opinions, using the present tense to express future intention. Pupils will focus on listening and translation skills and continue developing their end of topic questions.</p> <p>There will be an extension project: German Spelling Bee</p>
Latin	<p>Pupils will consolidate their knowledge of the present, imperfect and perfect tenses and expand their knowledge of vocabulary. They will also focus on comprehension and translation of longer passages of Latin. They will learn about the eruption of Vesuvius and the impact of the eruption on the everyday lives of Pompeians.</p>
History	<p>Henry II and Thomas Becket To study the relationship between Henry II and Thomas Becket. To understand how and why the relationship deteriorated and the ultimate conclusion.</p>
Geography	<p>Pupils will continue with their studies on river processes, with a focus on landforms and processes in the Upper, Middle and Lower courses of the river. Some classes may advance to looking at flooding and landslides</p>
RS	<p>The life of Jesus 2 Pupils will revisit the story of Jesus and explore the significance of the miracles and the parables in Christianity.</p> <p>Philosophy Curriculum:What are values? (continued) Focus on the Unicef United Nations Convention on the Rights of the Child.</p>
DT	<p>Improving Design Skills; Pupils will be given tasks that aim to improve their basic skills as well as exploring wider issues that should be considered when creating a new product. We will also look at simple idea development techniques such as card modelling/prototyping.</p>
Art	<p>Eye Opening: Pupils will select and work from close ups of eyes. They will create their own detailed colour study investigating tone, form, pattern and texture.</p>
Computing	<p>Inside a Computer. Learning about the different components inside a computer and how they work together to make a computer system.</p> <p>Google Skills: Spreadsheets. Improving the use of sheets and charts for use in all subjects.</p>
Drama	<p>There will be a continuation of Shakespearean drama that will involve watching a variety of performances and producing critical response</p>

Music	Jazz and Blues - history, style and improvisation. Composition and notation technique on Noteflight software. Revision of Film Music and the orchestra. Orchestral programme music - focus on Dvorak.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected sports.
PSHE	Health & Wellbeing & Living in the Wider World - Year 7 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Year 8

	What will they cover next term?
English	<p>Revisit the theme of mystery and how to create suspense. This will be explored through various poems and narrative texts. Continuation of response to literature through set text. Continuation of general comprehension work through narrative, non-narrative texts as well as poetry. Poetry analysis and poetic techniques will also be revisited.</p> <p>Poetry Analysis</p> <p>Response to a variety of text types: skills covered: deduction, authorial technique, inference, retrieval</p> <p>Class reader</p>
Maths	<p>Children will continue to consolidate known facts and further develop mathematical fluency.</p> <p>New learning and revision will cover understanding how to round integers and decimals; algebraic operations including simplifying, collecting terms, solving and rearranging. Pupils will also study pythagoras theorem and using formulae to calculate the area and perimeter of polygons. Pupils will then recap averages, and the construction/interpretation of graphs including both scatter and conversion.</p>
Science: Biology	<p>Variation and Classification. Genetics and Animal Adaptation. Ecosystems and Genes - reproduction in plants and animals.</p>
Science: Physics	<p>Pupils will be using Kerboodle to cover the topics of Energy 1 & 2. These topics cover areas such as energy resources, fuels and food, Costing energy, energy transfers, energy changes and electricity generation, machines and work, temperature and heat insulation.</p>
MFL: French	<p>New topics: Talking and describing where you live, weather phrases, jobs around the home and daily routine</p> <p>Grammar: Reflexive verbs (present tense), using à + time expression, agreement of adjectives. Using devoir and pouvoir + infinitive Revision of past, present and future tense.</p> <p>Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project. An opportunity for pupils to research, fact-find and present their work independently.</p>
MFL: Spanish	<p>Viva 2 Module 4: ¿Qué hacemos? This topic includes places in the town, meeting up, making excuses, daily routine and clothes.</p> <p>Viva 2 Module 5: Operación verano This topic includes describing a holiday home, giving directions and describing holiday activities.</p> <p>Grammar: Regular and irregular verbs, three tenses, superlative and comparative as well as the conditional and reflexive verbs.</p>

	Pupils will be working on their end of topic questions throughout the term. There will also be an optional extension project. An opportunity for pupils to research, fact-find and present their work independently.
MFL: German	New topics: Talking about films, TV, screen time and reading, typical breakfasts, traditional German food and healthy lifestyles Grammar: Using gern/lieber/am liebsten to give opinions, using adjectives, question words and 'weil' clauses Pupils will focus on listening and translation skills and continue developing their end of topic questions There will also be an extension project: German Translation Bee
Latin	Pupils will be continuing to focus on translation and comprehension of extended passages of Latin. Grammar work will be ensuring that all verb tenses and noun declensions are known. Pupils will be deepening their understanding of Roman daily life , including slavery, housing, life and death, marriage and coming of age.
History	Pupils will be finishing off their study of the Black Death before moving onto the cause, events and consequences of the Peasants' Revolt of 1381.
Geography	Pupils will continue to look at economic activities around the world, and the growth/decline of different industries, particularly in the United Kingdom
RS	Inspirational People project. Desmond Tutu, Mahatma Gandhi, Nick Vujicic, Dame Cicely Saunders. Film study: Invictus. Including essay writing competition. Philosophy Curriculum: 'What if' enquiry projects Looking at the moral implications of the death penalty. The philosophical implications of solving crimes before they happen.
DT	Board Games; Pupils will explore the world of board games before embarking upon a design challenge to create their own.
Art	Michael Craig-Martin, Everyday objects. Pupils will create their own drawing based on the work of artist Michael Craig- Martin investigating line, shape, form and colour.
Computing	Computer Programming (BBC Micro:Bit)
Drama	Script writing. This will look at the construction of different styles of expressive writing
Music	Focus on sound - an introduction to GCSE Music. Rock and Roll - history and associated musical elements.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop

knowledge and coordination of selected sports.

PSHE

Health & Wellbeing & Living in the Wider World - Year 8 will continue to be provided with a PSHE-based activity each week that either corresponds to the 'Health & Wellbeing' or 'Living in the Wider World' themes that run through our School's PSHE planning. The activity will be available in the relevant Tutor-group Google Classroom and will be overseen by the Tutor.

Technical Support

In many cases, peer support from other pupils may help to solve technical issues when using Google classroom and other programs needed for remote learning and it is worth contacting a friend for advice or help.

However, if pupils need help for something they cannot resolve, they should contact the School's ICT Support Team: ict@felsted.org