

Dear Parent/Carer,

The arrangements and organisation for the reopening of school on the 29th June are now complete and I am in a position to provide you with a detailed overview of what we have done in preparation for students' return. This will be a lengthy letter, because I feel it is important to explain my rationale for the decisions that have been made, which may be reassuring for you as parents and I also feel you will want to be made aware of the activities and aims we have planned during the four weeks.

Before I start I would like to say thank you for your patience and understanding over the last week. I know you are anxious to know the arrangements, but I did not want to write to you again until I had very clear information, nor did I wish to bombard you with letters that could only provide you with partial information. The Local Authority is still working with transport to organise school buses, so that will be clarified as I know the details. However, I hope I have addressed all other aspects in my letter; please feel free to contact school if you have any other questions.

### **Rationale for the four weeks:**

The focus of the four weeks is wellbeing -- an opportunity for students to check-in, catch up with each other and their teachers and prepare for September. What I aim to achieve in the four weeks is to:

- Set eyes on children and check in on their general wellbeing;
- Reassure them about September and address any anxieties they may have;
- Re-engage students with their work and school;
- Discover and address the challenges and barriers of distance learning and refine their ability to work independently; and
- Establish effective protocols of social distancing and hygiene.

If we keep this in mind we will have utilised our time to the best effect ready for September. I want students to have a really positive experience over the four weeks so they look forward to the return after the summer, but are more prepared for a blend of school and distance learning and better equipped to meet and overcome the challenges. When students are not in school, it is expected that they will continue with their home learning.

### **Structure of activities:**

One year group will attend school each day, with students organised into groups of 10. The days will be divided into four one hour sessions with a single tutor allocated to each group. The activities for each session are created by teachers ready for tutors to use and although the four days in school are dedicated to wellbeing, the lessons are centred around issues that have arisen during this period so they all feature aspects and skills such as managing change, showing resilience, understanding and empathising with others, while developing students' knowledge and skills. Sessions will be presented either through Google Slides, pre-recorded sessions or live streams. The wellbeing team will be available all day and every student can have a one-to-one session with a member of the team if they wish. This will be done on an appointment basis.

## **Sessions:**

### **Key stage 3 and 4:**

If your child is in year 7-10 , this is an example of the sessions that she will experience:  
(Year 10 students will also experience some differentiated lessons set by their teachers. This will be across all of their subjects).

**Introduction:** *Welcome back live message from the headteacher streamed in to all rooms*

#### **Wellbeing Check in- How am I?**

*This highly structured session focuses on how people have reacted to the lockdown and how we have had to adapt to living and working in a different way. The session provides an opportunity to talk about experiences and share feelings about lockdown, both positive and negative. The Wellbeing Team will be on hand to withdraw students for one-to-one sessions as and when they are needed. These will take place in the wellbeing suite.*

#### **Distance Learning: How well did I cope and what do I need?**

*This session links to a Google Forms Questionnaire completed by all students in the final week before school reopened. The questions gauged students' responses and feelings about Distance Learning, including the extent to which they were able to use Google Classrooms effectively and the barriers they faced, both practically and mentally. It explores how well they were able to organise their time and the activities and how well they engaged with the work set. It also identifies the challenges and difficulties to better inform teachers in the future. Tutors will act as facilitators as each student re-visits her own Google Classrooms and reflects on what she worked on individually while at home. Tutors will have information on how well each student engaged. Students will also identify curriculum areas that they are concerned about or did not engage well with. This will be taken back to teachers to inform the way we set home learning in September. The sessions on Distance Learning will be developed and refined each week.*

#### **Numeracy Wellbeing:**

*This is a numeracy, and wellbeing lesson based on World War 1 and Coding and recorded by the I Calculate team. In line with the theme of wellbeing, students will be encouraged to enjoy learning about numeracy within the context of history and in the following history/literacy session, they will learn about the efforts of women in wartime. The theme will be linked to the efforts people make during times of crisis.*

#### **Literacy Wellbeing:**

*This lesson is about women who helped win World War 1. It will have an 'escape room' activity where students have to crack the code to release the next set of information. Codes will build and lead to a writing task reflecting on the qualities these women demonstrated. It will be linked to the skills we need to manage in difficult times.*

**Digital Learning:**

*This is a pre-recorded lesson by the I Discover team and will include a look at some of the Apps that we can use to further develop effective home learning. Students will have the opportunity to trial some of the Apps and see what they would like to support them in their learning.*

All sessions lend themselves really well to the Curriculum for Wales that we have been preparing. We also know that some children identified missing lessons as their main cause of stress so they need activities that have purpose and meaning. Every day will feature a session on wellbeing and distance learning, but they are progressive and I anticipate an increasingly stronger knowledge base of how students best respond to distance learning so we can inform our planning for September.

**Key stage 5 (currently year 11 and 12)**

If your child is in year 11 (new year 12) and year 12 (new year 13), she will also experience the wellbeing sessions, along with sessions such as:

**Wellbeing: What's next: An Introduction to the Sixth Form:**

*Virtual Talk with the University of South Wales through Microsoft Teams Meetings and a question and answer session and induction presentation to explore the expectations and opportunities in the sixth form. This will also be an opportunity for students to revisit their experiences of home learning and share successes and barriers with teachers and with other students.*

**Wellbeing: Destination Passports:**

*Students will have some time to have a look at the Destination Passport that is designed to help and support them as they navigate their chosen studies at key stage 5. Teachers can facilitate and talk students through their choices and offer advice where necessary. Each student will have option booklets that take them through their chosen courses and provide advice, resources and links that are useful for the subject.*

**Year 12: My Future: Why University?**

- *Virtual Talk -- Live from Cardiff Metropolitan*
- *Careers Wales: This session will consist of activities from Careers Wales*
- *Network 75: Virtual tour of Apprenticeship Degrees from the University of South Wales*
- *UCAS Sessions that will introduce UCAS and show how and when students will start their applications.*
- *UCAS: Personal Statements: Virtual talk from Cardiff Metropolitan advising students on the completion of their Personal Statements.*
- *Personal Statement: First Draft: Based on the advice and under guidance from tutors, students will begin the draft of their Personal Statements.*
- *WBQ: Lesson 2: Students will write their introduction to the Individual Project of the WBQ*

Students currently in year 11 who are not returning to the sixth form will be grouped, and although they will undertake some of the above activities, as they will be pertinent to many who have chosen to study elsewhere, they will also undertake more personalised sessions.

### **Safety:**

We will continue to adhere to all government and National Health Wales' guidance and to that end, a full site inspection with the Local Authority Health and Safety officer has been carried out and a risk assessment implemented to manage the school safely. As advised, we will only accommodate groups of students in school at any one time and we will operate within the confines of social distancing. For this purpose, a schedule is in place that details the groupings, zones and activities that will take place across the four weeks of July. No more than a third of students will be in school at any one time. We have, therefore, allocated specific days for your child to come to school throughout July and implemented the following measures so that we observe social distancing and safety measures:

- One year group only will be in school each day in groups averaging 10 students:
  - Monday Year 7
  - Tuesday Year 8
  - Wednesday Year 9
  - Thursday Year 10
  - Friday Sixth Form ( current year 11 who will be year 12 from September and current year 12 who will be year 13 from September )
- The school day will start at 8.30 and end at 1.30. Start time and finish times will be staggered so that social distancing is well managed. School buses arrive between 8.15-8.30 so if you are driving your child to school, or she is walking, you may wish to avoid these times. If you do need to drop your child off earlier, we are able to accommodate her from 8.10. Similarly, if you wish to arrive later, staff will be available to direct children up until 8.50. Please do not arrive after 8.50. Senior staff will meet students at the school gate and guide them to their designated group. At the end of the day, students who walk home will be released at 1pm. If you are collecting your child by car, we will release them from their rooms at 1.15 and staff will guide them to the gates. Please do not drive into the turning circle. I will confirm the bus arrangements once I am informed by the Local Authority.
- Each group is allocated a classroom within a zone and has a dedicated tutor.
- The school register will be taken in the usual way and if your child is expected to attend in the four weeks and does not, we will contact you in the usual way. This is just to ensure your child is safe. There are no penalties for non-attendance and you will not be contacted if you have opted not to return your child to school.
- School uniform will not need to be worn.
- On entry and exit to school and in zones and classrooms, students will be required to use hand sanitiser. Individual toilet blocks are identified within zones and will be cleaned throughout the day.
- The school site will have a focused clean before, during and at the end of each day.

- Students will not be able to share or borrow equipment so they must bring their own. This will include their school mobile device (Chromebook/etc). Headphones will also be useful.
- Lunch, snack and drinks must be brought in from home (eFSM provision will continue via the Local Authority) and all waste, including packaging, must be taken home the same way. It will also be useful if students have their own tissues and antibacterial wipes or hand sanitiser.
- Access to water fountains will not be available.

The school has designated rooms and first aid staff in the event that a child feels ill or shows symptoms of COVID-19. If this should occur, parents will be called and required to take their child home immediately. Isolation regulations identified by Public Health Wales must then be followed.

**Finally...**

Today, your daughter will be sent a Google Forms questionnaire about her experiences of learning at home since 23rd March. This is really important and will inform how we shape learning from September. If you are able to look at the questionnaire with your daughter, that would be very useful. In the four weeks of school, students will be able to look at and trial some Apps and this will also inform our planning. As soon as I have more information about the arrangements for September, I will write to you and I will be in touch as soon as I have transport details.

Take good care and we very much look forward to seeing your daughter on 29th June.

Yours sincerely,

Mrs Harding