



LGS Newsletter

17 July 2020



Dear Parents

Welcome to our 15th and final school closure period newsletter.....

This week students and parents have been engaged in review meetings with form tutors. The feedback from the tutors has been very positive, and they have enjoyed talking with each student. If you were able to join the conversations, I do hope that you found them helpful.

I hope also that students have been able to use this week to catch up with any assignments that had not already been completed, and that they can finish the term on top of things - they have worked hard over the last few months.

At the end of the summer term we would normally be holding celebration assemblies and a final meeting of the whole school in the Sports Centre. Unfortunately, this has not been possible this year, and we end the year without that sense of community which we value. I hope that your son or daughter has watched the 'end of year messages' video - we sent the link to this out to all students by email yesterday.

We held a final staff meeting this morning via Zoom, and heard some messages from staff about how much they had valued the contact with students during this closure period. We also talked about how much we were looking forward to returning in September to rebuild the sense of community with students and staff all back together on site.

I have included the pages from last week's newsletter which describe the principles we are going to be following in September. Please note that this information is exactly the same as was published last week. Our planning is going well and you should hear from us in August with full details of how the school will be operating. The provisional term dates referred to last week are also confirmed - please make sure you take note of the day on which your son or daughter is expected to return.

At the end of this term we have said goodbye to a number of members of staff. There are some notes on the next page about them. Some were with us just for a short time, but four of our departing colleagues have between them over 100 years association with the school. We wish them all well for the future and thank them for their contribution to the school community.

As we close this most extraordinary of years, may I thank you for your support across the whole year and especially through this last term. We know that this summer will not be the one we had planned, but I hope you and your families can enjoy the summer period as the restrictions under which we have all been living begin to ease a little more.

With best wishes

Mr J Constable - Headteacher

To contact us, please email school@lgs.slough.sch.uk.

This email address will be monitored through the holiday period, although not daily.

Your query will be passed on to the most appropriate member of staff. However, please remember that many staff are not readily available during the school holiday period and it might take longer than usual to respond to your query.

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Please visit our website at

www.lgs.slough.sch.uk

Follow us on Twitter @lgs_news



Goodbye

At this time of year we say good bye to members of staff who are leaving the school....

We have already said goodbye to.....

Mrs Morgan, who left the Science team at Easter to take up new role at the Holt School.

Ms Shirazi, who left earlier this term to take up a new role running the IT provision at Ditton Park Academy.

And a temporary goodbye to ***Mrs Bray*** who started maternity leave in late June.

Four colleagues who have been with us for less than two years.....

Dr Purcell, who joined the Science team on a temporary contract to fill the vacancy left by Ms Roughton

Ms McLeod, who joined us in September from her native Jamaica

Mr Mayet, who taught Economics part time through this last year, and who moves to a permanent post at Drayton Manor School in September.

Mr Macfarlane, our DT Technician, who combined his part time role here with a second job as a DT teacher elsewhere. He leaves us to take up a full time DT teaching post at Princes Risborough School in Buckinghamshire.

And a special mention to.....

Mrs Moran, who has worked here for many years, originally as a member of the cleaning staff, and who has been in school every day up to the closure providing a breaktime tea and coffee service to staff. At a conservative estimate, she has made over 100,000 cups of tea and coffee during her time here, for which the staff have been very grateful!

Miss Middleton...

....joined LGS in 2001 as a PE teacher and became Head of PE in 2004. She held numerous other roles in the school including Curriculum Director, Head of Year, and was part of our Professional Tutor team. Since returning from maternity leave she has taught English, which she will continue to do as she moves on to Queensmead School in West London for family reasons.

Mr Scales...

...joined LGS in 1994 having taught in Brentwood and a number of places overseas. A German specialist, he has promoted the value of learning modern languages throughout his time in the school, most recently as Subject Leader. He has led many residential visits to Europe, enjoyed by staff and students alike. We wish him well for the future

Miss Ray...

...is known to most staff and students as our much loved Sixth Form mentor. She has supported many students, helping with organisation and university applications. However, Miss Ray originally joined the school in 1990, and was Head of Biology until she stepped down from that role in 2008. We are grateful for her commitment to students and staff through the years and wish her well.

Mrs Wharton...

...joked that she has left the school lots of times, which is absolutely true. She left her first post here as teacher of History, back in 1981, to devote more time to her music studies - and she has taught here for many years on a variety of contracts ever since. She has made a huge commitment to the music team over the years, and we know that she will retain her association with the school.



Updates

Carnegie Shadowing

The Langley Grammar School Carnegie Shadowing Group will continue to run throughout the summer. Anyone is welcome to join. I can send titles out to pupils by post. All you need to do, is read one of the books and tell me what you think of it. There is a reward each time you read and review a book.

Here's **Kiran Anand's** thought on "Patron Saints of Nothing" by Randy Ribay

"I never knew about the Filipino drug war before reading the book, but if I did, I would have been highly critical of the people using the drugs. However, reading this book gave me a fresh perspective. The protagonist's cousin had been murdered because of drugs. I realised that people who use drugs still are people and they still have family - hopefully this book encouraged more awareness about this topic. Some parts that I really enjoyed reading were the letters from Jun and also the inclusion of Filipino vocabulary and culture. Overall, I really enjoyed this book as it was informative but also had an exciting, twisty story."

My e-mail address is colletteshine@lgs.slough.sch.uk

Ms Shine, School Librarian

Royal Academy Young Artists Summer Show

Back in April/March around 40 LGS students sent their art work to me for submission to the selection process for the Royal Academy Young Artists Summer Show. The RA had over 17,000 entries.

One of our students, **Shruthi Venkatesh** in **Year 10** had a painting selected to be in both the online exhibition and the on-site exhibition which will take place in the Autumn.

A fantastic achievement!! You can see Shruthi's work in more detail via the link below

<https://youngartists.royalacademy.org.uk/exhibitions/2020/21051?query=queen%20of%20hearts>



If you're interested you can view the rest of the exhibition via the following link

https://youngartists.royalacademy.org.uk/exhibitions/2020?utm_source=wordfly&utm_medium=email&utm_campaign=GT_YASSliveannouncement_120720&utm_content=version_A&sourceNumber=

You can also vote for the People's Choice award. The 2 artists with the most votes will receive vouchers for art materials and a workshop for their school, so please vote for Shruthi!

Ms Stanton, Art department

Year 8/9 phase

At the beginning of this half term, I set Year 8/9 students the task of making a video that showcased new skills that they had learnt or new things they had been getting involved in through lockdown.

All members of each form were encouraged to get involved and the form captains were in charge of collating and making the videos. I am making my way through these now - they are really good and there are lots of new skills showcased, in many cases drawing upon the community aspect of the form and working together.

Ms Thompson, Yr 8/9 Phase Leader



11+ entrance test for 2021 entry

Some LGS parents will have younger children registered to sit the 11+ test in the autumn term, or may know other families in their local area who are in this position.

The following communication was sent out earlier this week to all parents who had registered their son or daughter to sit the 11+ test in September.

Update on the Year 7 Entrance Test for 2021 Entry

We are contacting all applicants who have registered with the Slough Consortium to sit the 11+ entrance test this autumn to advise that there is a change of date to the entrance tests due to current Government advice in relation to COVID 19 and the need to ensure social distancing compliance.

The admission test for entry into Year 7 in September 2021 for applicants sitting the tests at any of the four Slough grammar schools was originally scheduled for Saturday 12th September. The test will **not** now take place on this date and instead will take place in the week beginning **Monday 12th October 2020**.

We cannot provide any further details at this stage other than to advise applicants to be prepared to be tested on any day of that week, and to confirm that the test will still take place at one of the four Slough grammar schools. We cannot accommodate any requests for specific testing days unless there are **exceptional circumstances**.

Testing day arrangements will be sent out by mid-September 2020. We ask that you do not contact the schools to request more information but to wait for your test day arrangements email.

Other schools within the wider group of grammar schools using the same test may be administering the tests on different dates. However, it is not possible to change your child's test venue under any circumstances.

The admissions code states that schools have to take 'all reasonable steps' for parents to receive the results before completing the Common Application Form (CAF). We are sure you will all agree that this year is exceptional. By delaying the test until October, you should be aware that you will not get the results of the entrance test until **after** the deadline for CAF completion.

You will therefore need to make your choices very carefully; if you wish your child to be considered for entry to any of the four Slough grammar schools should he or she be considered eligible on the basis of the standardised score, you will need to name the relevant school or schools on the CAF.

IMPORTANT: Please note that the above dates could change if circumstances and/or government guidance require us to do so.



Reminders

GCSE and A Level grades

GCSE, AS and A Level grades will be issued on the published results days as follows:

Year 13	A Level grades	Thursday 13th August
Year 12	AS grades	Thursday 13th August
Year 11	GCSE grades	Thursday 20th August

Grades will be sent out by email. The detailed arrangements for results days and how to contact the school for advice and guidance will be published on the school website and will be sent separately to students and parents of the relevant year groups.

Enrolment procedures for Year 11 students who are returning to the Sixth Form will also be published on the website.

Start of term dates

Mon 31st Aug	Bank holiday - school closed
Tue 1st Sep	Staff familiarisation and training day
Wed 2nd Sep	Staff familiarisation and training day
Thu 3rd Sep	First day back for Year 7 and Year 12
Fri 4th Sep	First day back for Years 8, 9 and 10
Mon 7th Sep	First day back for Year 11 and Year 13 All year groups in school

How to contact us

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PE & Sport

LGSChallenge100 – Summer challenge

Throughout the summer, the PE team wants everyone to be active each and every day.

Adults and children should be doing some type of physical activity every day. Any type of activity is good for you. The more you do the better!

The PE team wants students (and parents) to be

- ☑ Physically active every day. Any activity is better than none, and more is better still
- ☑ Doing strengthening activities that work all the major muscles (legs, hips, back, abdomen, chest, shoulders and arms) on at least 2 days a week
- ☑ Doing at least 60 minutes of moderate intensity activity a day or 15 minutes of vigorous intensity activity a day



With this in mind, the **LGSChallenge100** is set to provide a whole range of challenges to get students (and parents) out every day being active during the summer holidays. There are 100 challenges in total, all with varying difficulties. How many can you work through during the summer?

Prizes and achievement points available for those who complete rows, columns, diagonal lines and a full house!

LGS PE DEPARTMENT SUMMER TERM VIRTUAL CHALLENGE

COMPLETE AS MANY OF THE PHYSICAL EDUCATION AND ACTIVITY CHALLENGES AS YOU CAN REWARDS AVAILABLE FOR COMPLETING

REWARDS

ROW/COLUMN (10 CHALLENGES) = C3

DIAGONAL (10 CHALLENGES) = C3

FULL HOUSE = 3 X C3's and a Lockdown Certificate

Download the HomeCourt and Strava apps on phone/iPad

Keep us posted with your progress by tagging us on Instagram and Twitter @lgspe1 @lgspe

Run 8 km	10 sit ups	Plank for 5 mins	Set yourself 3 sporting targets before you come back to school	Complete an online Yoga session	Complete 5,000 steps in a day	Walk 5 km	Take a healthy selfie and send it in	Complete an online Meditation session	Perform a TikTok Dance
Cycle at least 5 km	Watch a skill tutorial in your favourite sport	Create a sports poster	30 burpees 30 squats 30 lunge jumps	10 press ups	Complete an agility drill	Beat your previous kick ups record	Cycle 15 km	Complete PE with Joe	Beat your previous best for the standing long jump
Complete a skill drill	Calculate your max HR	Perform a TikTok Challenge	50 sit ups	Run 3 km	Hit a target 3 times in a row	Create and complete your own 15 min HIIT	Learn a new sporting skill	Run 12 km	Complete an agility drill
Enter a virtual competition	Run 5 km	Complete 10,000 steps in a day	Take a 'healthy selfie' and send it in	Record an activity on Strava	Design a sport and play with your family	Plank for 2 mins	Complete 25,000 steps in a day	Enter a virtual competition	20 press ups
Complete PE with Joe	Cycle 9 km	Attempt 3 @lgspe1 daily challenges	Walk 15 km	Cycle at least 7 km	Beat your previous best for the wall toss test	Set a new record on Strava	Complete an online Yoga session	Set yourself 3 sporting targets to hit next academic term	Plank for 3 mins
Plank for 1 min	Do 5 kick ups	Design a sport and play with your family	YouTube: Learn a new skill watching an online tutorial	Complete PE with Joe	Complete 15,000 steps in a day	Run 6 km	8 press ups	Create a game and play with your family	Create and complete your own 25 min HIIT
25 press ups	40 sit ups	Run 2 km	Complete an agility drill	Set yourself 3 sporting targets to hit next academic year	Perform a TikTok Dance	20 sit ups	Do 15 kick ups	Complete a skill drill	Attempt a @lgspe1 daily challenge
Create a game and play with your family	30 burpees 30 squats 30 lunge jumps	Throw and hit a target 20m away	Enter a virtual competition	Take a healthy selfie and send it in	20 burpees 20 squats 20 lunge jumps	Cycle 12 km	Record 2 activities on Strava	Walk 12 km	Complete 5 activities on Strava
Complete an online Meditation session	Complete 20,000 steps in a day	Beat your previous best for the standing triple jump	Complete PE with Joe	Take a healthy selfie and send it in	Design a sport and play with your family	Enter a virtual competition	60 sit ups	Run 1 km	Complete 8,000 steps in a day
Attempt 2 @lgspe1 daily challenges	Complete PE with Joe	Plank for 4 mins	Perform a TikTok Challenge	30 sit ups	Run 4 km	Plank for 90 secs	Watch your favourite sportsman in action and study their technique	Complete an online Mindfulness session	Complete a skill drill
Set yourself 3 sporting targets before you leave school	Walk 10 km	Complete a skill drill	Create a game and play with your family	Create and complete your own 20 min HIIT	Work out your resting HR	Do 25 kick ups	10 burpees 10 squats 10 lunge jumps	Complete an online Mindfulness session	Complete a skill drill



House Music

Congratulations to all involved - there were some excellent performances and clearly you had put a lot of hard work and effective practice into your entries. Well done again to everyone. It has been great to see so many of you continuing to make music throughout the lockdown period.

Mr Wilkinson, Director of Music



Covid House Music

July 2020

TOTAL POINTS AWARDED TO EACH HOUSE

Winning entries were awarded 45 points each. These were added to the entry points, giving the final totals below

R	200	1st
C	165	2nd
H	135	3rd
V	95	4th
S	75	5th
K	20	6th



House Music

CLASS WINNERS

45 points

SOLO
VOCAL
PERFORMANCE

WINNER Clarke
ANARGHYA KUKKE



SOLO
INSTRUMENTAL
PERFORMANCE

WINNER Villiers
AARYAN KHANNA

ACOUSTIC
COMPOSITION

WINNER Robinson
ARYAN TOMAR



FAMILY
PERFORMANCE

WINNER Seymour
MILLY KEVEREN

DIGITAL
COMPOSITION

WINNER Robinson
VINAMR KUNDI



ONLINE
GROUP
PERFORMANCE

WINNER Harvey
AYUSH SILLUWAL, SHAAN SIDHU,
PRAVEER KUMAR, SHASHANK NILLU,
SABOOR KAKAR



Year 9 ethics.....

From Mrs Paice and the Philosophy & Ethics team - the results of all the philosophical dilemmas set to Year 9 this term.

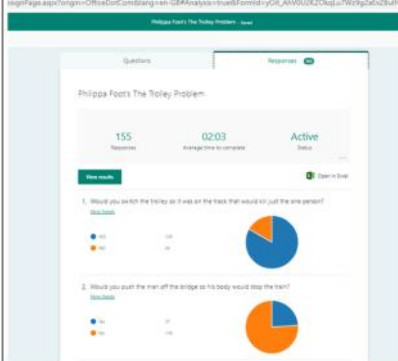
How ethical are you year 9?

THE TROLLEY PROBLEM

https://www.youtube.com/watch?v=yg16u_bzjPE

Conclusion - the majority of you do not want to be personally responsible for intentional suffering (question 2). For a small number, even flicking the switch (question 1) would be too much like intentional killing. Question 1 also shows the majority of you are looking to achieve the overall safest outcome with the least degree of suffering.

So I think we could trust you to programme the decision-making algorithms for self-driving cars but I'm not sure we could give you control of the nuclear weapons button just yet - you might be too quick to push it in order to save more people.



THE STOLEN CAR

You have not long bought a brand new car that you love.

One morning you are awoken by a knock on the door. It is the police informing you that your car has been found wrapped around a lamppost and asking if you knew it had been stolen. This is news to you. You are distraught because the car is damaged beyond repair and you have no money to buy even a good second hand one. You also need your car to get to work and to collect your young children from school.

As the investigation into who stole the car progresses you come to realise your son did it. Your son who is 16 years old and has no driver's license decided to steal your 2nd set of car keys and take it for a joyride with his friends.

You can tell the police your son took the keys without permission. He has after all broken the law and you believe the law is important. He will then be charged with theft of a motor vehicle, abandoning a vehicle, driving without a license and insurance and will be given a driving ban. He will also have a criminal record which may hinder his future career prospects.

You will be able to claim on your car insurance and replace your car.

Your second option is to hope the police do not find out your son stole the car, look for a new job closer to home and pay out more money (which you can't afford) for afterschool clubs. Hopefully your son will never do something so irresponsible as this again.

What should you do?



1. Would you tell the police your son stole the car?

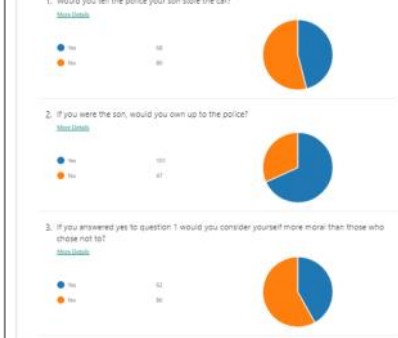
2. If you were the son, would you own up to the police?

3. If you answered yes to question 1 would you consider yourself more moral than those who choose not to?

Conclusion - for the majority of you protecting family is more important to you than inconvenient situations and financial problems. Many of you realise however the harsh reality of being able to exist with limited transport and finances. Sometimes our own foolish actions drop us down the list of family priorities.

Conclusion - for the majority of you family is more important to you than facing individual negative consequences for your actions. You are willing to recognise your own bad choices and are brave enough to own them.

Conclusion - the majority of you recognise that there are different motivations for actions and that following the law isn't the only way to be moral.



The Incriminating Email



You are the network administrator for a rather large company. Part of your responsibility as a network administrator is to monitor the emails for the organization. Usually this means occasionally allowing through emails for staff members that have been accidentally blocked by the spam filters.

One day you get a helpdesk request from a staff member asking for an email to get released. Normally it's standard procedure, except this time the request has come from the husband of your childhood best friend. You recognize the name on the helpdesk request so quickly attend to the problem. As part of the procedure you need to manually open up the email to ensure that it isn't actually spam. You find that it turns out to be an email to your friend's husband from another man. You scan the contents of the email and realise without doubt that he has been having an affair for some time now.

You release the email, but you can't decide what to do now. Your initial reaction is to call your friend up and tell him about the email, however you quickly realize that company policy is very strict about revealing the contents of staff emails, and you will certainly lose your job if your boss finds out. In any case you know that revealing this information presents great risk, because even if you don't do it directly, there is a good chance that the dots will be joined somewhere along the line and you will be found out. However you feel that by not telling your friend you are helping his husband to get away with adultery and this troubles you greatly.

What should you do?



1. Would you share the contents of the email with your friend?

2. Explain your reasons for your answer to question 1

Conclusion - the majority of you will break company policy and put your own job at risk because you feel:


- adultery is wrong (BTW: it's not illegal in UK law as some of you think)
- you can't cope with the guilt of knowing and not telling
- you would want them to tell you if you were in this situation

Some of you however have:

- made a clear distinction between work and personal life and are unwilling to mix the two
- decided company rules are important and it's your responsibility to follow them regardless of the situation
- feel it's the husband's role to come clean about the affair

Reasons for sharing the email:

- Because I believe that they have a right to know this information as it should be very important to them and hopefully they can have a relationship with a better person instead
- Because it's against company policy
- That could be unfair on my friend, and I could try to find a new job
- They need to know this information otherwise as a friend you are being iniquitous to them, which could affect their life as it is a serious matter
- It is her job and you can't mix your personal life with your work life
- Because that's mean



3. If your boss found out you shared the email, would you admit to it?



Conclusion - In this instance honesty is the best policy for the majority of you and as we have seen before, you are willing to take responsibility for your actions.

4. Which is most important...



Conclusions - here we see that your personal relationships in life are the most important thing to you.

- You're not as concerned with what other people are doing in terms of keeping/breaking rules unless it infringes on the happiness of your friends/loved ones
- you definitely want to abide by the laws that you have been given but are willing to set these aside, again, if they infringe on the happiness of your friends/loved ones

Overall, it's difficult to say if you are ethical or not. These dilemmas tell us whether you would follow set societal standards or not. But who says the societal standards are ethical?

What is clear is that you care deeply for your friends and family and are willing to risk your own happiness and security for them. Is that ethical? Maybe. Is it what being human is all about? Absolutely!



Looking ahead

What will school be like in the autumn term?

The Government guidance on reopening schools to all children in September was published last week. You can access a version specifically for parents at the following location;

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

We are still developing the details of our plans for the reopening, and a full guidance document will be sent to you during the holiday. However, the following information will help you understand what school will be like in the autumn term.

General principles

School will be compulsory - the law will require all students to go back to school.

Schools are required to put in place a series of measures to protect staff, students and others from coronavirus. These include:

- requiring staff or students who are ill stay at home
- robust handwashing and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- reducing contacts and maximise distancing between those in school wherever possible
- minimise potential for contamination so far as is reasonably practicable

‘Bubbles’

You will have heard of the principle of ‘bubbles’; the idea is that a bubble is a group of children who are free to mix together but who are kept separate from other bubbles as far as is reasonably practical. This is the basis on which primary schools have operated in the last few weeks with their Reception, Year 1 and 6 children.

Essentially, schools are now being asked to keep children in the smallest groups possible *while still providing the education they need*. Schools are able to choose the configuration that works best for them, and there’s no perfect solution. What schools are being asked to do is to find a workable compromise which enables ‘education as usual’ to go ahead as much as it can, while also minimising contact between children as much as possible.

During the autumn term, and possibly beyond depending on the Government guidance, we will be working with **‘year group bubbles’**. This means keeping whole year groups separated from each other as far as we can. For example, Year 8 students will be in one bubble and will be able to mix freely with each other, but we should minimize their contact with other year groups.

We know that students will have siblings in other bubbles, and many will travel to and from school with students in other bubbles. The Government guidance recognises this, and allows for it, but still encourages schools to keep children in consistent groups where they can. This isn’t perfect, but it is still likely to reduce transmission of the virus, and so is worth doing.



Looking ahead

How does the use of 'bubbles' affect the operation of the school?

The aim is to try and keep year groups separated as much as possible, by reducing the movement of students round the school and changing the timings of lessons to give students their breaks at different times. We have therefore decided we will do the following:

- ♦ Reduce movement of students around the school by **teaching students in the same rooms** as much as possible where it is practical to do so. For example, Students in Years 7, 8 and 9 will have the majority of their subjects taught in the same 'base' room - for example English, Maths, geography etc. They will move to other rooms only where specialist spaces and equipment are needed eg for Art, Computing, Design Technology, science practicals/demonstrations etc. This will not be as easy to achieve for students in Years 10 and above but the principle is to reduce the overall number of rooms they are taught in, and hence the number of times they are moving around the school.

The more we can restrict student movement in this way, the more we reduce the risk of transmission. However, this means that **teachers will move from room to room**, lesson by lesson, in a reversal of the usual way we set up the timetable.

Students from the same year group will have their base rooms in the same area of the school - there will be a Year 7 zone, Year 8 zone etc

- ♦ Set aside particular areas of the school site for each year group to congregate and socialise outside during breaks.
- ♦ **Stagger break and lunch times** to reduce the number of students out of lessons at the same time. We believe we can do this by adjusting the timings of periods 2 and 4 so that Years 7-9 are at break and lunch while the rest of the school are in lessons, and vice versa.

We will **not** be changing the school day start and finish times by more than a few minutes due to students' transport issues.

What about social distancing?

There are no strict requirements on distancing in the Government guidance or set distances that must be observed. The principle is that both students and staff should be encouraged to keep some distance between themselves and others if possible. The guidance suggests that, to protect staff moving between bubbles, they should try to keep their distance from student and other staff as much as they can – ideally 2 metres. This won't always be achievable, but it's important to attempt to do this as much as possible, particularly for staff who may be working with a large number of students across different bubbles.

So, to achieve this we will

- ♦ Arrange classrooms to give as much distance as possible between students, and between the students and teacher. We will arrange desks to have everyone facing the same way.
- ♦ Install screens in areas where this may not be possible - eg the Library, Sixth Form study room etc.
- ♦ Encourage students to keep their distance from each other when moving around the site.



Looking ahead

What about sharing equipment?

The guidance suggests that there is low risk of transmission through books and other resources, but potentially a higher risk from the use of particular sorts of equipment.

Equipment used, for example in science practicals, could be shared by different classes within a year group bubble, but not by those from other years without thorough cleaning or leaving in 'quarantine' for a fixed period.

Measures we are therefore considering include:

- ♦ Minimising student practical work where this is possible.
- ♦ Buying additional resources where appropriate.
- ♦ Minimising the use of resources and encouraging electronic distribution of resources.
- ♦ Enhanced and/or more frequent cleaning regimes.

Wherever possible we want to use the iPads to maximise the use of electronic solutions to reduce the handing of paper. As well as reducing the risk of virus transmission there will be gains in efficiency to be made.

What about all the lost time?

Apart from implementing the system of controls to reduce the risk of virus transmission, we will need to make the best use of lesson time, particularly in the first part of the school year. Students will have lost a significant proportion of in-school teaching and learning time and there will undoubtedly be a knowledge and understanding deficit in many areas, however hard they have worked during the closure period.

We are not going to be talking about 'catching up'. We need to look ahead and think in terms of *'how do we plan the curriculum to get students to where they need to be....'*

It isn't about *'What have they missed?'* but *'What do they need now?'*

However, to do this effectively we will need to make sure that we minimize things which will take students out of lessons. This means:

- ♦ No educational visits off site during the normal school week.
- ♦ Minimising on-site subject related visits (eg theatre companies) to those where other subjects are not impacted.
- ♦ Minimising events which involve suspension of the normal timetable – and trying to think how we might do these things differently. So, for example, we are looking at other ways to put on our House Musica nd Drama festival.
- ♦ Trying to minimise the reasons why staff might be out of school (eg for training).

The extent to which these restrictions would have to be in place across the whole school year is still being discussed and will depend on how the Government guidance changes. However, this will definitely be the situation in the Autumn term.

We will have a 'shadow calendar' for the Spring and Summer Terms with educational visits and other events provisionally scheduled, and the situation will be reviewed periodically.



Looking ahead

What about uniform?

Students will be required to wear normal school uniform, and use their PE kit as well. We will explain arrangements for changing in our final instructions later in the holiday.

Please make sure your son or daughter has their normal school uniform. Replacement items (many students have grown a lot in the last four months!) can be obtained from our uniform suppliers Hawkinsport in the usual way. The usual uniform regulations apply and these can be found on the school website.

What will you do if students are ill?

We will have clear procedures in place to deal with students who feel ill at school. Most students who feel unwell at school will not have coronavirus. However, there will be clear instructions as to what staff should do if students do experience coronavirus symptoms.

If students exhibit coronavirus symptoms, it may be necessary for them and their families to self-isolate for up to 14 days and take a coronavirus test. In the unlikely event of a student testing positive for coronavirus, we will engage fully with NHS Test and Trace, and close contacts in school may be asked to self-isolate.

All of this will be explained to you in more detail later in the summer holiday. The main thing to remember at this stage is simply - if your son or daughter is unwell, don't send them to school.

What about public transport?

Some students come to school using public transport. We know that the transport authorities are working with local education authorities to look at capacity on buses and trains. Unfortunately there is little we can do to directly influence this, but we will provide as much information as we can. You may need to look at alternative ways for your son or daughter to get to school. As you know, the wearing of masks on public transport is compulsory.

Is there a backup plan?

We are obviously hoping to open the school to all students in September, albeit with the restrictions outlined above in place. There are three main ways in which the operation could be disrupted:

- a) Significant numbers of staff ill or self-isolating because they have been contacted through NHS Test and Trace.
- b) A locally imposed lockdown and school closure due to a 'spike' in infection rates.
- c) A national school closure due to a 'second wave' of infections.

Scenario (a) is the most difficult to work with because of the level of uncertainty. However, staff who are healthy but simply self-isolating because of contact tracing will be expected to deliver remote teaching from home.

Scenarios (b) and (c) could be imposed at very short notice. Our back up plan will be simply to transfer the structure of the school timetable online – ie staff would deliver elements of interactive teaching using Teams within the normal school timetable and timings. This would be the best solution for a short period. If we look set for a longer period out of school, we would need to rethink this, based on our knowledge of what is effective and sustainable for the longer term.