

5th June 2020

Dear Parent/Carers,

Update:

Welcome to the end of the first week of term 6. I hope you managed to get some rest from home learning during half term - the weather certainly helped! We still have some uncertainty ahead of us and I will keep you informed of what we know and what we are doing through these Bulletins. The Government eventually issued guidance about the gradual re-opening of schools to small groups of Y10 students. We are in the process of planning for this and there is **an important letter going home to the parents/carers of Y10 students today, please also view the video on our website <http://www.wrenschool.org/letters-home-to-parents/>** (you will need to scroll down the page).

Despite the fact that The Wren School has been open to small numbers of students throughout the period of lockdown (educating the children of key workers and some of our more vulnerable children), **the vast majority of The Wren School students are, and will still be, working at home: Remote Learning and Wellbeing remain our focus.**

Supporting our students and families:

The Covid-19 pandemic has changed everyone's lifestyles, routines and norms over the past 12 weeks. Such changes can be really difficult to adjust to, particularly for young people, leading to greater stress and increased anxiety. Families across the country have lost loved ones during this period so many are also coping with bereavement. As a school we are very aware that you and your child may have been affected by these issues. We want to be there to support families and our students to cope. If your child has been affected by any of the above please contact us. You can email your child's Form Leader or Year Leader or contact our wellbeing email address (Wellbeing@wren.excalibur.org.uk). Alternatively, you can ring school. We will then be best placed to seek out and offer support, both remotely and when your child returns to school. (See **Wellbeing**)

Learning and Teaching Update

These are difficult and challenging times and I ask for your patience and understanding as we plan for the coming weeks. Thank you to those parents who have written thanking us for the frequent and clear communication and recognising all of our efforts. Such letters are much appreciated.

Reminder of the new arrangements for remote learning:

- Students will be receiving narrated PowerPoints to help navigate the learning. These should be clearer and should provide a good deal of the teaching needed. Please let us know if these are causing you any difficulty so that we can address concerns.
- Students will be expected to submit a piece of work, via email, to your teachers to be WIN marked within the next 2 weeks.
- Students will now follow the timetable issued in the Bulletin last week. Teachers will set work on these days for you to complete. Within the work set there *may* be some slides marked *optional*- students can choose to do this work to challenge themselves. All other slides **must** be completed.
- Teachers will state, when they set the work, a time in the week where they will actively be on their emails waiting for you to email them if you are stuck, in order to support you.

Note 1 - On all work set you should see a PDF version alongside the chosen version by the teacher, e.g. PowerPoint. The PDF version is identical to the PowerPoint or Word version in content and tasks, but it does not have sound. However, the benefit of PDF is that it will open for all as it opens online.

Note 2 - Some students are not able to access quizzes or links that teachers are writing in the instructions of work set on Class Charts or MS Teams. If the link does not immediately work,

then you should copy and paste the link into a new tab on the internet to make it work. You can copy by highlighting the text and pressing ctrl+C and then you paste this by pressing ctrl+V.

Note 3 - Some parents have suggested that accessing sound is problematic. This may be because either your household does not have PowerPoint or the compatible version of PowerPoint. Other parents have also suggested this can be rectified by accessing the work through Office 365. As stated in last week's newsletter there is an online video available to support accessing office 365 on the school website: <https://www.wrenschoo.org/letters-home-to-parents/>.

Note 4 - If you do notice an issue when accessing a lesson on Class Charts you should email the teacher direct to rectify this.

For students in school:

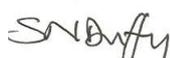
If your child is in school during the lockdown, please ensure that they are in full uniform and that they have appropriate footwear for PE, both trainers and boots for the 4G pitch. Girls, should wear shorts under their skirt, or carry shorts with them to change for PE.

Wellbeing:

During the lockdown, our children have shown huge resilience in adapting to a new way of living and learning. 5 key areas have been identified as having the biggest effect on our students.

Area	Possible support
Structure and Routine	Create a working week timetable which includes free time and work time. This helps children to feel more stable and supports the structure and routine that we know they need, even if they will never admit it themselves.
Friendships	Host your own Zoom/Messenger quiz - it could even be used for revision!
Opportunities	Start researching options for Careers, GCSE's or A Level's . What might help you have that extra advantage? Don't forget to write down all the things you want to do after lockdown and put them in that jar we mentioned!
Freedoms	This is something which is a challenge for us all. Think about the language that we use with our children and how powerful it can be to rephrase a request or an instruction. So this week, think about how you want your child to react to what you are saying, both physically and emotionally. Look at the example below: 'Charlie, I've told you a hundred times to get off that X-Box and get on with your school work!' This is a direct instruction, and whilst it might get your child to comply, it might cause them to become defensive and create much unwanted tension. 'Hi Charlie, could you pause that for a moment please? I see that you might need some support to get this work completed. What do you think we could do to help you with this?' This might need a deep breath before it (especially if your child has been driving you round the bend recently!), but it offers support and puts the ball in their court to either find a way to address difficulties they are having or admit to themselves that there is no good reason not to be cracking on.

Kind regards,



Mr S Duffy
Interim Principal