



Keeping things going on the home-school front

Over the last couple of days, I have been thinking about the infamous piece of propaganda from The First World War – “Daddy, what did YOU do in the Great War?”

Like many of you, I have been trying to juggle work commitments with demands on the home front. Our 19 month old, Freya, was delighted to discover that I was working from home on Thursday and Friday, although a bit perplexed as to why I kept needing to talk to strange people on the computer and why reading ‘A Squash and a Squeeze’ was not the hourly priority she thinks it is.

In an ironic reversal of the original meaning behind the poster, we are all doing our bit by staying at home when we can. I know from talking to several parents that it isn’t easy, so want to acknowledge the demands it places on you. I also want to thank the school staff who are carrying out the same juggling act.



In this newsletter I have tried to answer the questions that parents have sent us, as well as providing information to support you and to provide as good an education for our young people as we are able. This edition is quite long, so please pick and choose the information that is useful to you. We will continue to respond to suggestions and requests as well as we can; in this time of national challenge, it is our job to support you so that you can support your family.

Mr Abbott





Home Learning

The feedback from most parents is that Show My Homework is allowing you to continue with some sort of daily education. A few parents have been in touch with technical issues, or for clarification. The most common questions relate to uploading completed work or Show My Homework periodically not working. If you get in touch with us, we can help. The school email address office@waddesdonschool.com is being monitored regularly during the week and any messages we receive will be directed to the right person.

If you can get into a daily routine like the one suggested by this parent below, it will help your son or daughter manage their mental health and anxiety, as well as complete their work.

“I’ve been really pleased that my children have risen to the challenge - they have been up early every day, done exercise and then worked on their schoolwork until lunchtime. After that they have been able to relax and do other activities.”

If your son or daughter is failing to find the motivation they need, or if you are unable to work closely with them, then keep heart and keep going. These are difficult times for our young people. Try to write a schedule together and to build a routine gradually.

Some students are marking their ‘To do’ list as complete, rather than submitting their work. It’s helpful for you to know this when you are asking about their work. Equally, there is sometimes a lag between work submitted and the teacher receiving it.

If your son or daughter is becoming overwhelmed with the work, we have suggested to some parents to encourage their child to spend no more than 3 to 4 hours daily on work. If they need to prioritise work, they should work on English, Maths and Science first. If they are unable to complete some work, they should message their teacher to explain their situation.



Looking for More?

Some parents and students have contacted us requesting more work and more ideas. Two interesting activities, in addition to the ones from Art and Food in the last newsletter (available on our website), are from *No Passport Voice* and some weblinks that Mrs Carr Ruby has shared.

No Passport Voice

Children are invited to write about being quarantined from their own unique perspective. The founder of this organisation, Fatemaa Waariithah Ahsan has suggested that children write anything they like on this “quarantined period” and their “Corona state of mind”.

In a letter to Cherie Blair, she wrote, “Children come up with the most unique observations and I want to compile stories from children all over the world and put those in a book which would be released internationally through “No Passport Voice”.



"If you know anyone who would be interested in doing something like this, please pass on the message and send us the writing. It would be a part of history and all the proceeds from the published books will go to children in need. Get started with your child/children now and send us their valuable writings at **nopassportvoice@gmail.com**. We do not have a minimum word limit requirement for the writing, but the maximum is 500 words. Please write your child's name, age, school and country of residence on the email. If your child is comfortable in a language other than English, please kindly share as we are also welcoming writings in other languages which we will publish alongside a translated version of it."

Weblinks to support independent learning and curious minds

The Royal Opera House are broadcasting ballets and operas on a Friday evening

<https://www.roh.org.uk/news/the-royal-opera-house-launches-a-programme-of-free-online-content-for-the-culturally-curious-at-home>

The Guardian links to virtual museums/art galleries

<https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours>

West end shows

https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html

22 ideas - including a zoo, Disneyland, Met opera etc.

<https://www.insider.com/museums-theme-parks-offer-virtual-tours-ideal-for-social-distancing-2020-3>



Hungry for even more?

In addition to these ideas several departments have put together a list of websites which will also support learning.

General:

<https://www.senecalearning.com/>

<http://www.bcbitesize.co.uk/>

<https://www.bbc.co.uk/teach>

<https://www.youtube.com/user/GCSEPod>

MFL:

<https://www.linguascope.com/>

(See SMHW for username and login details)

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

<https://www.euroclub-schools.org/french-zone>

<https://quizlet.com> (for KS4)

<https://www.kerboodle.com> (for KS5)

History:

<https://www.mrallsophistory.com/revision/>

Maths:

<https://www.mymaths.co.uk/>

<http://www.corbettmaths.com/>

<https://nrich.maths.org/>

GCSE Music

<https://waddesdon.musicfirst.co.uk/app/>

<https://edu.bandlab.com/>

KS3 Music

<https://edu.bandlab.com/>

KS3 Science

Multiple Choice Questions

<http://www.docbrown.info/ks3biology/ks3biology.htm>

<http://www.docbrown.info/ks3chemistry/ks3chemistry.htm>

<http://www.docbrown.info/ks3physics/ks3physics.htm>

Kerboodle: <https://www.kerboodle.com/app/courses/1515>

This is the digital textbook and lesson resources. In it you will find animations, and podcasts for each topic. There are also questions on each page of the textbook and at the end of each chapter you can use to check your understanding

KS4 Science

Miss Barnett's google drive is FULL of KS4 resources – it has past papers, knowledge organisers and revision mats for every KS4 topic.

<https://drive.google.com/drive/folders/1-Ceof3Nb8UrnCWqhBIEzMkszluKfJGm2>

Lots of Practice:

<https://cogscisci.wordpress.com/resources>

Kerboodle

<https://www.kerboodle.com/app/courses/20054> This is the digital textbook and lesson resources. In it you will find animations, and podcasts for each topic. There are also questions on each page of the textbook and at the end of each chapter you can use to check your understanding

- Answers to summary questions at end of each double spread lesson in digital textbook:

<https://global.oup.com/education/content/secondary/series/aqa-gcse-science-3ed/aqa-gcse-sciences-end-of-spread-answers/?region=uk>

- Answers to summary & practice questions at the very end of each whole topic in the digital textbook:

<https://global.oup.com/education/content/secondary/series/aqa-gcse-science-3ed/aqa-gcse-science-3ed-student-book/?region=uk>

AQA website – Past papers (if you are doing separate select the separate course rather than combined science)

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

KS5 Science

- > Physics: <https://www.alevelphysicsonline.com/aqa>
- > All Sciences questions by topic: <https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/>
- > Kerboodle
<https://www.kerboodle.com/app/> This is the digital textbook and lesson resources. In it you will find animations, and podcasts for each topic. There are also questions on each page of the textbook and at the end of each chapter you can use to check your understanding
- > AQA Past Papers <https://www.aqa.org.uk/subjects/science/as-and-a-level>
- > Applied Science Past Papers <https://www.aqa.org.uk/subjects/science/applied-general/science>

Psychology

Tutor2u

Psychboost.com

www.simplypsychology.org/a-level-psychology.html

Sociology

Tutor2u

<https://www.youtube.com/user/TheTEACHERSOCIOLOGY>

<https://revisesociology.com/>

<https://thesociologyguy.com/revision-notes/>

<https://hecticteachersalevelsociologysite.wordpress.com/>



Support for Mental and Spiritual Health

In this section, there is some information about how your son or daughter can manage some of the stresses they might be feeling – from anxiety to a sense of powerlessness. Staying connected with others is vitally important.

For that reason, we have been posting a daily assembly on Show My Homework. The facts and images uploaded by Miss Kallmeier and Miss Hoe for Friday’s assembly were a fun, yet informative end to the week.



In addition, you’ll find some tips about how to de-stress, many of which you will know, but could be worth sharing with your children. Also at the end of this section, there is an advert for our Holy Communion which was due to take place on Tuesday. Our chaplain, Phil, will be presiding over a virtual Communion to which you are all invited.

10 WAYS TO DE-STRESS ANYTIME, ANYWHERE

“ You have 100% control over your world WHEN you choose to take it ”

1. LISTEN TO MUSIC Which songs make you happy?	2. STROKE A FURRY PET (No text)	3. GET SOME NATURE Get fresh air Open the windows	4. BE HERE RIGHT NOW Stop - take a moment - notice where you're at
5. SHOW COMPASSION Do something kind for you or someone else	6. HAVE A LAUGH Friends? Movie? Comedy?	7. BREATHE In for 7 seconds - hold for 5 out for 11 - repeat x5	8. FIND HOPE What do you choose look forward to?
9. GET MOVING Get your heart rate up for more than 20 minutes	10. DIGITAL DETOX Put the screens away	 Download in full at www.kc-kd.com	

There are a number of sources of support for your son or daughter if they are suffering from stress or anxiety. We have received the following information from Kooth and Youth Concern.

Kooth.com - online support for young people

We would like to remind you of the availability of our online service to support the wellbeing and resilience of your students.

Kooth is a web based confidential support service available to young people. Kooth provides a safe and secure means of accessing mental health and wellbeing support designed specifically for young people.



Kooth offers young people the opportunity to have a text-based conversation with a qualified counsellor. Counsellors are available from 12noon to 10pm on weekdays and 6pm to 10 pm at weekends, every day of the year on a drop-in basis. Young people can access regular booked online counselling sessions as needed. Outside counselling hours' young people can message our team and get support by the next day.

When students register with Kooth they will have support available to them now and in the future. Support can be gained not only through counselling but articles, forums and discussion boards. All content is age appropriate, clinically approved and fully moderated.

To find out more visit www.Kooth.com where young people can register and others can find out more about the service.

You can also view a short video about the service at: <https://vimeo.com/318731977/a9f32c87de>.

Youth Concern

www.youthconcern.org.uk

Although we won't be opening our drop-in centre on Whitehill Lane in Aylesbury until further notice, we've launched a new triage service. Any 13-25 year old is welcome to call us on 01296 431183 to speak to a friendly member of our team. They'll be able to chat with a youth worker or counsellor 1:1 by phone or via a safe platform of their choice.



Please encourage young people to **call us** on **01296 431183** Mon-Fri 10am-5pm.

Virtual Holy Communion



On Tuesday at 10am, our Chaplain, Phil will be holding a virtual communion. If you would like to join, go to the Broughton Church website: <http://www.broughtonchurch.org/>

At the bottom of the homepage you should then click on "Follow us on Facebook".

Equally, you could search for Broughton Church on Facebook

This will be a short service of communion and to which you are invited to take part by having a small piece of bread or a cracker and some wine or juice or water as appropriate.

There will be a reading and Phil will lead some prayers.



Visit to Berlin

Sadly, we have had to take the decision to cancel the planned visit to Berlin. Details will be sent to parents early next week, including information about our insurance.

Government Guidance on Staying at Home

The website link <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> gives clear advice regarding staying at home:

If you live alone

- and you have symptoms of coronavirus illness (COVID-19), however mild, stay at home for 7 days from when your symptoms started.
 - if you live with others and you are the first in the household to have symptoms of coronavirus, then you must stay at home for 7 days, but all other household members who remain well must stay at home and not leave the house for 14 days. The 14-day period starts from the day when the first person in the house became ill.
 - for anyone else in the household who starts displaying symptoms, they need to stay at home for 7 days from when the symptoms appeared, regardless of what day they are on in the original 14 day isolation period.
 - it is likely that people living within a household will infect each other or be infected already. Staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community
 - if you can, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period
 - if you cannot move vulnerable people out of your home, stay away from them as much as possible
 - if you have coronavirus symptoms:
 - do not go to a GP surgery, pharmacy or hospital
 - you do not need to contact 111 to tell them you're staying at home
 - testing for coronavirus is not needed if you're staying at home
- plan ahead and ask others for help to ensure that you can successfully stay at home and consider what can be done for vulnerable people in the household
- ask your employer, friends and family to help you to get the things you need to stay at home
- wash your hands regularly for 20 seconds, each time using soap and water, or use hand sanitiser
- if you feel you cannot cope with your symptoms at home, or your condition gets worse, or your symptoms do not get better after 7 days, then use the NHS 111 online coronavirus service. If you do not have internet access, call NHS 111. For a medical emergency dial 999

Stay at Home guidance for households: current guidelines illustrated

Criteria and guidance applied as of 17/03/2020:

Incubation period = maximum 14 days

Day 1 is the first day of symptoms

The 14-day period starts from the day when the first person in the house became ill

If you live with others and you are the first in the household to have symptoms of coronavirus, then you must stay at home for 7 days

If anyone else in the household starts displaying symptoms, they stay at home for 7 days from when their symptoms appeared, regardless of what day they are on in the original 14-day isolation period.

Household members who remain well stay in self isolation for 14 days due to maximum incubation period, calculated from day 1 of first symptomatic person

Household members do not need to restart the clock if other members become symptomatic during the 14 days self-isolation

DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Person in household																					
Example household 1	A	X							✓												
	B			X							✓										
	C															✓					
	D																✓				
Example household 2	A	X							✓												
	B			X							✓										
	C													X							✓
	D															✓					

Key: X = when illness started - first day of symptoms
✓ = allowed to go out again



Examination Update

Ofqual released the following statement on Thursday, 26th March:

“We are rapidly working up plans to implement the arrangements the Secretary of State for Education has set out for exams this summer and, with exam boards and teaching bodies, are making considerable progress.

Students understandably want reassurance, and teachers urgently need to know what to do, and when. We expect to publish detailed information about the process and timetable which will apply this summer next week. This will include the steps we would like teachers to follow and more detailed guidance on how to consider the full range of evidence they will have available when submitting their assessment grades. We are talking to teaching representatives to make sure that what we are planning is manageable and appropriate, so that students, parents, carers and teachers can have confidence in the approach.

We will outline by Easter the process we will follow to make sure grades are fair across schools and colleges, as well as our proposals for appeals. We will also say more as soon as possible about the arrangements for additional exams in the new academic year.

We want to reassure students waiting for news that we are doing everything we can to make sure they are not disadvantaged by these unprecedented circumstances.”

The school's approach remains as follows:

- To make no announcements or decisions (collective or individual) until the advice has been issued and reviewed carefully
- To wait for further guidance from the Association of School and College Leaders so that we are following the same approaches as all schools nationally
- To communicate with you as fully as is possible

The Exam Board, OCR has outlined the following:

Your results

- We'll aim to give students calculated grades by the end of July.
- Students should be assured that these grades are indistinguishable from those given in other years.
- Universities have been encouraged 'to be flexible and do all they can to support students and ensure they can progress to higher education'.

Further steps

- There will be opportunities to sit exams early in the autumn term, or in summer 2021, if students are not happy that their grade reflects their performance.
- If students don't feel the right process has been followed, there's also an option to appeal.



Consultation on three year strategic plan 2021 - 2024

(A letter from the Chair of Governors)

Dear Parents,

As you would expect Waddesdon's governors, senior leadership team and indeed the whole staff, have been engaged in producing a strategic development plan for the period 2021 - 2024 ... and beyond! The plan is outlined below and we are asking for your thoughts, comments and ideas in relation to this plan before we start to draw up our implementation programme.

Please forward your thoughts to clerk@waddesdonschool.com

Very many thanks in anticipation.

With very best wishes at the difficult time,

Graham Parker

Strategic development – 2021 – 2024 and beyond

"I have come that they might have Life and have it to the full." John 10:10

Goal 1: Maintaining the Waddesdon Way

Why: The Waddesdon Way promotes Dignity and Respect for all, irrespective of background, belief or ability. We see all people as infinitely valued and cherished and recognise the need to place people and values at the heart of our decisions and actions.

- Maintaining **High Standards** (behaviour and academic rigour)
 - Maintenance of robust **behaviour** systems.
 - Structures to ensure that **all students continue to excel** academically.
- **Expressions of ethos**
 - Integrated mental health and **well-being programme** for all students and staff, with development of counselling team and pastoral training.
 - Development of a **Chaplaincy Team** to support work on mental health, spiritual exploration and the value of person-to-person work to promote individual and collective flourishing.
 - Student-engaged work on **environmental** stewardship

Goal 2: Our high standards for our students and ourselves lead to fulfilment and impressive outcomes for all

Why: We believe that all our students deserve to have access to an excellent education and that they are all deserving of the opportunities and rewards that come with outstanding teaching and hard work. We believe that the job of education is to create rounded individuals who are confident, resilient, ambitious and able to flourish now and in the future.

- Development of **SEND strategy** which meets the current needs within the school
 - Development of SEND structure, including a dedicated SENDCo
 - Inclusive intervention and, where necessary, reintegration programmes
 - Resources
- Stretch and challenge for all students and breadth both in terms of curriculum and co-curriculum
 - Widening access and progression into A Level for **MfL**
 - An ambition for more students to access the **Ebacc** at KS4 while maintaining a rich **creative curriculum**
 - Specifically designed **Stretch Curriculum**
 - A coherently **designed and evaluated Co-curriculum** which provides breadth of education

Goal 3: Sustainability, improvements and reputation for excellence

Why: We believe that the Waddesdon community is precious and brings value and fulfilment to people's lives. Improvements, as well as outreach, will enhance our educational offer and also impact on others' lives more widely.

- Maintaining a **balanced budget** and pursuing opportunities for **funding streams**
- Developing a programme of investment for **teachers in their early careers** and providing support for all staff to **enhance subject knowledge**.
- Church of England **beacon school** [NPQH, Chaplaincy, Mental Health, Environmental Issues (student leadership)]
- Short term, medium term and long term **environmentally sustainable improvement programme** for all buildings, incorporating maintenance and new building work
- Ensure that **Sixth Form** provision provides breadth and excellence by pursuing a **major building project**
- **Planned strategic improvement programme** for ICT and use of technology

Prepared by the Governor Strategy Group and the School Leadership and Management Team

January 2020



Safeguarding contacts/ guidance

You should continue to convey any Safeguarding concerns via the usual means. Mr Sturla is our Designated Safeguarding Lead, supported by Miss McIver and Mrs Branton as Additional Safeguarding Leads.

In the event of reduced channels of communication during the holidays, or any other eventuality, the following information will help you.

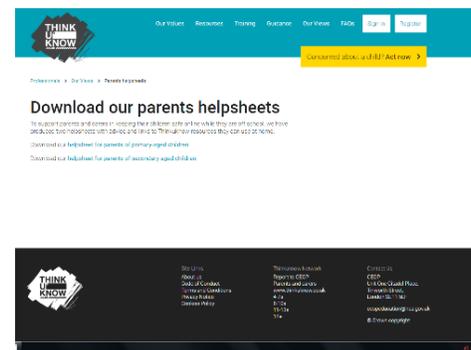
If you are concerned about a child, it is important that you talk to someone about this. Don't ignore your concerns or delay taking action.

- If there is immediate risk of harm to a child, call the Police on 999
- You can call Buckinghamshire County Council's First Response Team on 01296 383962 (out of hours: 0800 999 7677). They will listen to your concerns and decide on the appropriate course of action.

You can contact the NSPCC on 0808 800 5000 (free service, lines open 24 hours a day). They will listen to your concerns, offer advice and support and can take action on your behalf if a child is in danger. You can also report concerns anonymously. For further information or to report your concerns online visit: www.nspcc.org.uk/what-you-can-do/report-abuse/

Keeping your Child Safe online

The link to the Think U Know website provides information to all parents about keeping children safe online. It is our strong advice that you should look at this information and continue to discuss it with your child.



https://www.thinkuknow.co.uk/professionals/our-views/parents-helpsheets/?utm_source=Thinkuknow&utm_campaign=11c85df25c-TUK GLOBAL MAR 2020 MESSAGE&utm_medium=email&utm_term=0_0b54505554-11c85df25c-64794181

And finally...

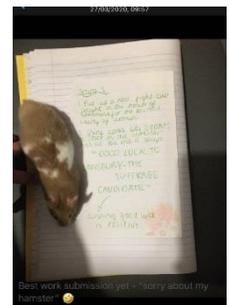
"Be the person who cares. Be the person who makes the effort, the person who loves without hesitation. Be the person who bares it all, the person who never shies away from the depth of their feeling, or the intensity of their hope. Be the person who - believes in the softness of the world, in the goodness of other people, in the beauty of being open and untethered and trusting. Be the person who takes the chance, who refuses to hide. Be the person who makes people feel seen, the person who shows up. Trust me when I say - be the person who cares. Because the world doesn't need more carelessness, any more disregard; because there is nothing stronger than someone who continues to stay soft in a world that hasn't always been kind to them."

Bianca Sparacino, *The Strength In Our Scars*



The award for the most inventive homework submission goes to the student who uploaded the image to the right.

Perhaps this could start a new trend for pets photo-bombing homework uploads. Five seconds later and the message to the History teacher might well have been "Sorry, my hamster ate my homework!"



Keep safe and keep well.



Website:
www.waddesdonschool.com



Email:
office@waddesdonschool.com