



# BEESTON HALL SCHOOL

## Part 2 - Guidance for Parents on Remote Learning

23<sup>rd</sup> March 2020

Dear Parents,

Well – the two first principles laid out in our ***Guidance to Remote Learning***, sent on Sunday, have been closely adhered to, by all and sundry, so thank you!

1. Communication – everyone willing to ‘work with’;
2. Communication – everyone keeping in touch, with a torrent of lovely messages about what staff have produced in Google Classroom (GC), the Remote Learning platform.

Apologies for the further email, but please keep reading through to the end for a very cheerful surprise! Continuing with this theme, I would like to thank all of you for orchestrating such a wide degree of engagement. We appreciate (remotely) the extra impact on families where parents are trying to undertake their own jobs from home, in extraordinary circumstances, while also helping children navigate and complete work set in a relatively new environment. Some are easy with change, some not. Some may be sticking rigidly to the timetables; some may be unable to do this.

I would like to add a few provisos to yesterday’s advice, though, with factors that may have already emerged to you. The teacher’s first inclination to navigate a room, helping children or groups as he/she goes over the hour’s lesson, can, in a remote learning context, slip into a whole day, as different children log on at different times. It is lovely that children are eager, but continual feedback is unsustainable - I have to caution staff against being in front of the screen without a break. This may be the effect, somewhat, of the Remote Learning timetable, but there appear to be unrealistic pressure points. Therefore, could I ask all to restrict enquiries and replies to school hours and have a slightly more flexible approach to the 24-hour turnaround.

With the registration of teaching periods in mind, we, again, need some flexibility but children do need to appear and note their entry onto GC Stream. If there emerges a pattern of ‘absence’, myself or a senior member of staff will be in touch with parents to enquire about absence, which may be through technical issues rather than preferring a non-school activity. We are at school, after all!

On that score, the work being prepared by staff is just this, curated for your children, their curricula and stages. It maybe that it originates from the web (we use it too!) and involves staff steering children towards a fragment of the remarkable avalanche that is the internet –

which you may sometimes recognize. The secret – main point – is targeting the material and helping children individually with it – much of today’s challenge for children is information management.

By the same token of flexibility, we will seek to have a majority of pre-recorded exposition, rather than ‘live chat’ lessons, to accommodate children and ensure they can catch up.

There will be visual and written work, often either in shorter (than a lesson) bite-sized chunks, or in a longer more modular way of delivering several assignments. Variation is important.

### **Online Communication**

My next point is that, with children spending extended times at home, their use of online communication is likely to increase a great deal, which potentially puts them at risk of being placed at harm. (The airwaves will be awash with this shortly). With that in mind, please notify us if there is anything untoward you or your child comes across, and could I share with you these online resources, many of which will have been shared with you through Karl Hopwood or you can find on our Parentzone subscription.

- CEOP - Child Exploitation and Online Protection Command - [Click Here](#)
- CEOP's Youtube Channel - Advice and guidance on a wide range of topics - [Click Here](#)
- Childline - Advice, guidance and support for young people from abuse and bullying to exam stress and relationships - [Click Here](#)
- Disrespect NoBody - Advice, guidance and support on sexting - [Click Here](#)
- Educate Against Hate - Practical advice and information on protecting children from extremism and radicalisation - [Click Here](#)
- FRANK - Advice, support and guidance on drugs for parents and children - [Click Here](#)
- Just One Norfolk - Health advice and chat health number for contacting a school nurse - [Click Here](#)
- NSPCC - Online Safety - [Click Here](#)
- Children's Society – Guidance on mental health and well-being for young people - [Click Here](#)
- Think U Know - Ages 5-7 - [Click Here](#)
- Think U Know - Ages 8-10 - [Click Here](#)
- Think U Know - Ages 11-13 - [Click Here](#)
- Think U Know - Information for Parents - [Click Here](#)
- Just One Norfolk website: <https://www.justonenorfolk.nhs.uk/>

A local resource providing advice on all aspects of life for a child/ young person. Specific information about emotional health for young people and parents.

**Here, also are some tips on how to promote good physical and mental health from Norfolk & Suffolk NHS Foundation Trust:**

***Routine.*** We tend to like routine. Our bodies appreciate it, and our minds can be calmed by the predictability of it. It might be tempting to treat every day like a weekend. It is important, though, to create a new routine that includes the important daily activities, such as those below.

**Eat Well.** Being at home more might mean easier access to treats. These can make your mood and energy levels fluctuate. Try to keep a routine to mealtimes and choose foods that will nourish the mind and body. See [www.nhs.uk/change4life](http://www.nhs.uk/change4life) for tips and ideas.

**Sleep well.** Good quality sleep promotes emotional wellbeing, and helps your body stay healthy too. Try to keep a good bedtime routine throughout the week. If you are struggling with sleep, see [www.youngminds.org.uk/find-help/feelings-and-symptoms/sleep-problems](http://www.youngminds.org.uk/find-help/feelings-and-symptoms/sleep-problems) for tips and advice.

**Keep active.** Meaningful activity (doing things that you enjoy and/ or get a sense of achievement out of) is important for mental health. This can be anything from creating your own board game to having a home disco or making a rocket out of junk. Schedule in some physical activity every day too. Even if you are at home a lot, you can still get your 60 minutes of daily exercise, e.g. dancing, or exercise videos (e.g. see YouTube or [www.bbcchildreninneed.co.uk/schools/primary-school/joe-wicks-work-out-videos/](http://www.bbcchildreninneed.co.uk/schools/primary-school/joe-wicks-work-out-videos/) ).

**Keep in touch with friends and family.** Social distancing (i.e. reducing contact with other people) is recommended by the NHS and is very important at the moment. However, there are many ways to continue communication

**Stay informed, not overwhelmed.** The media is focusing a lot on health updates at the moment, and our conversations, social media and emails are too. Whilst it is important to keep updated, it may feel worrying to be hearing so much about it.

**Nelson's Journey** has put together some professional guidance to help parents and carers support young people who may be experiencing an increased level of anxiety connected to the Coronavirus and concerns that people around them will die.

[Coronavirus Anxiety: How can I help my child?](#)

Finally, the surprise: North Norfolk featured prominently in the weekend papers (*The Times*), one of which could not be more fitting. Please see Dr Peter Lovatt delighting in Cromer <https://www.peterlovatt.com/happydance/> (and look out for some Beestonians, too) which is **exactly what we all need**. He is due to be giving us another Beeston Boogie special in October – so this is one date we can realistically book in!

Best wishes,



Fred de Falbe  
Headmaster