

A vibrant watercolor splash in shades of green, purple, pink, orange, and yellow. Overlaid on this splash is a white outline of a shield. The shield is divided into four quadrants: the top-left and bottom-left quadrants contain concentric white lines, while the top-right and bottom-right quadrants contain intricate floral or leaf-like patterns.

**H O M E L E A R N I N G @ B A R N E Y**

**2 0 2 1**



*"Energy and persistence conquer all things"*

*-Benjamin Franklin*

Dear Barney,

It goes without saying that we hoped not to be producing another Learning@Home brochure. However, it gives me great pride to share with you the 2021 version of our exciting programme.

You will see in the pages that follow that the foundations of last year's successful programme remain in place; namely the focus on engagement, balance and sustainability, as we embark upon this new period of online learning. In addition, it also reflects feedback we received at the conclusion of the last lockdown, and my thanks to the many parents who completed the ISC questionnaire. The feedback was extremely positive, in particular when compared to other independent schools nationwide. Still, we strive to improve and we have subsequently made adjustments, specifically focused on the online timetable. The key lessons from the first lockdown highlighted the importance of a balance between screen time and online engagement, with assignments set to complete between a structured timetable of live lessons. Research into online teaching and learning strongly argues against full days of consecutive live lessons without time for reflection or consolidation of knowledge.

Furthermore, this time around, both the teaching staff and the students have experience of online learning, coupled with an increased technological competency and literacy. Within School, since the start of the academic year, all classes in every department, in every year group, have been established on MS Teams. This has been supplemented further by the investment in an upgraded infrastructure and devices for each member of teaching staff. We have done all we can to prepare for this eventuality so as to ensure our children continue to benefit from the breadth of a Barney education.

On the topic of breadth, you will also see the incredibly long list of opportunities that are available via the enrichment, sporting and music activities. We hope the pupils approach these with an open mind and a desire to really engage and take advantage of such a varied programme.

Finally, all pupils have received and have been reminded of the significant support network available to them, details of which can be found within this brochure.

With all best wishes,



Tony Jackson  
Headmaster



## PURPOSE

Our **School's Purpose** is as follows:

*Through creating an inspirational, compassionate and unpretentious environment, we aim to develop young adults with character.*

*They are happy, confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, who are ready and prepared to face, embrace and lead in an ever changing world.*

How does this look or change during this pandemic?

We want to ensure that Barney pupils are ready to face, embrace and lead now and in the future, therefore our **School's Purpose** does not change. There are key principles we have tried to keep at the core of our offering, to ensure we do not lose sight of our overarching purpose.



## THE LEARNING @ HOME PRIORITIES



## THE FIVE Cs OF HOME LEARNING @ BARNEY

Our **School community** sits at the heart of everything we do. It is even more important at this time that our pupils, staff and wider community remain connected.

**Care:** We want to ensure each and every child feels connected; with the school and with their peers. Positive mental health and wellbeing is a challenge in any environment, but especially more so now. It is imperative that regular engagement and pastoral care is at the heart of this programme.

C A R E

**Character:** This is such a central component of a Barney education, and a focus on continuing to develop this is of vital importance.

C H A R A C T E R

C O M M U N I T Y

C U R I O S I T Y

**Curiosity:** Now is not the time to shrink back into shells, but to be even more curious about the world around us, and also reflect upon our own character and personality. Independence and ownership are two exciting opportunities for our children.

C U R R I C U L U M

**Curriculum:** Both academic and enrichment activities continue to have breadth and opportunity for all ages, with a key focus on our School's purpose and principles.

## ACADEMIC PROGRAMME:

### Purpose:

The purpose of the Barney Learning @ Home Programme from an academic perspective is to provide a programme that is **engaging, balanced and sustainable**.

### The key aims are:

- To continue to encourage participation and a sense of belonging to **our Barney community**, whether online or face-to-face.
- To **engage** all pupils in a Home Learning Programme which promotes intellectual curiosity and academic progress appropriate to the requirements of the normal educational curriculum.

## New terms from Microsoft Teams that will be used:

**Assignment:** work set by a teacher on Microsoft Teams. Each assignment has a specific deadline and pupils click the "hand-in" button to submit the assignment once it is completed.

**Assignment Schedule:** the timetable showing which subjects have lesson and set assignments on any given day of the week

**Class Notebook:** the Microsoft Class Notebook is an online notebook linked with each Microsoft Team where assignments can be completed by pupils.

**Constructive Time:** a chance to do something different to academic work. Complete an enrichment activity, do some exercise, read a book, record your contribution to the House competition, practise your instrument. The pupil is asked to take ownership of their decision making.

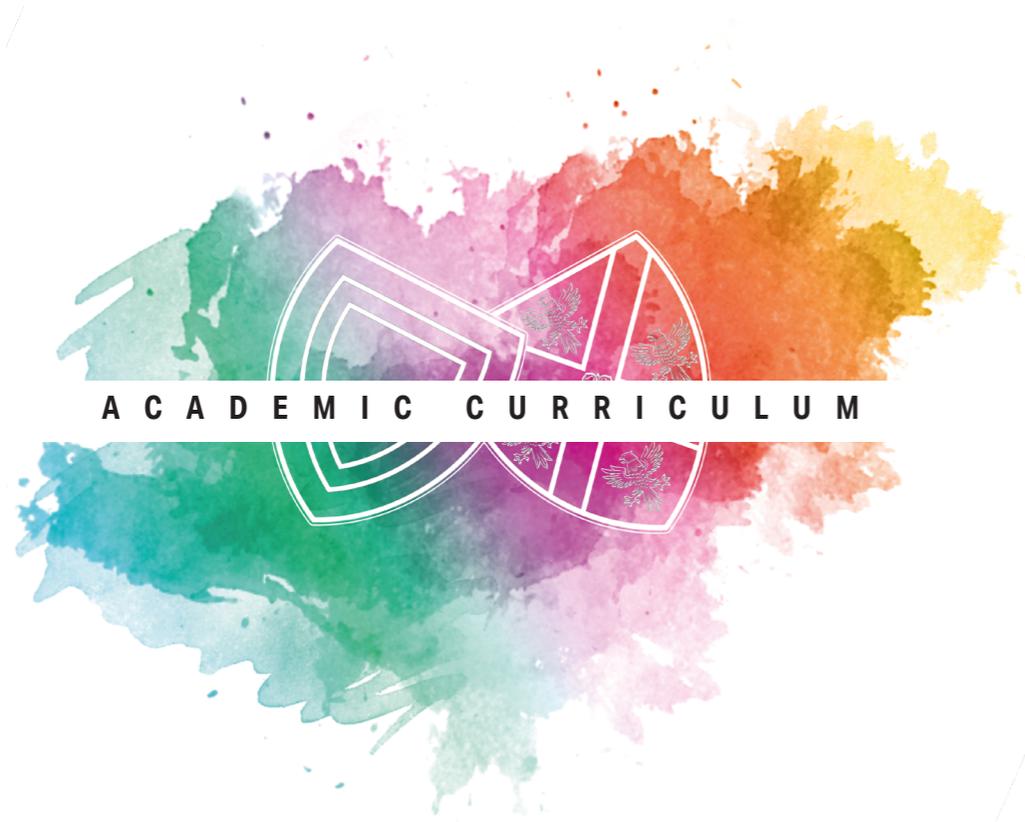
**Feedback:** information regarding pupils' performance that can be delivered to the individual pupil or to the whole class. Examples are (but not limited to) a marked piece of work with corrections and/or teacher comments, or a pre-recorded video highlighting "what went well" and "even better if".

**Home Learning Timetable:** the recommended daily work routine for pupils.

**Interactions with teachers:** contact with your teacher in the following forms: live online meetings, group chat on Microsoft Teams, a direct message via email/Microsoft Teams or a traditional/Microsoft Teams phone call.

**Microsoft Teams:** the interactive platform that allows teachers to deliver content, set assignments, and communicate with classes and individual pupils.

**Visual Contact:** a contact time with a teacher that may be a live online meeting through Microsoft Teams or a pre-recorded YouTube-style video.

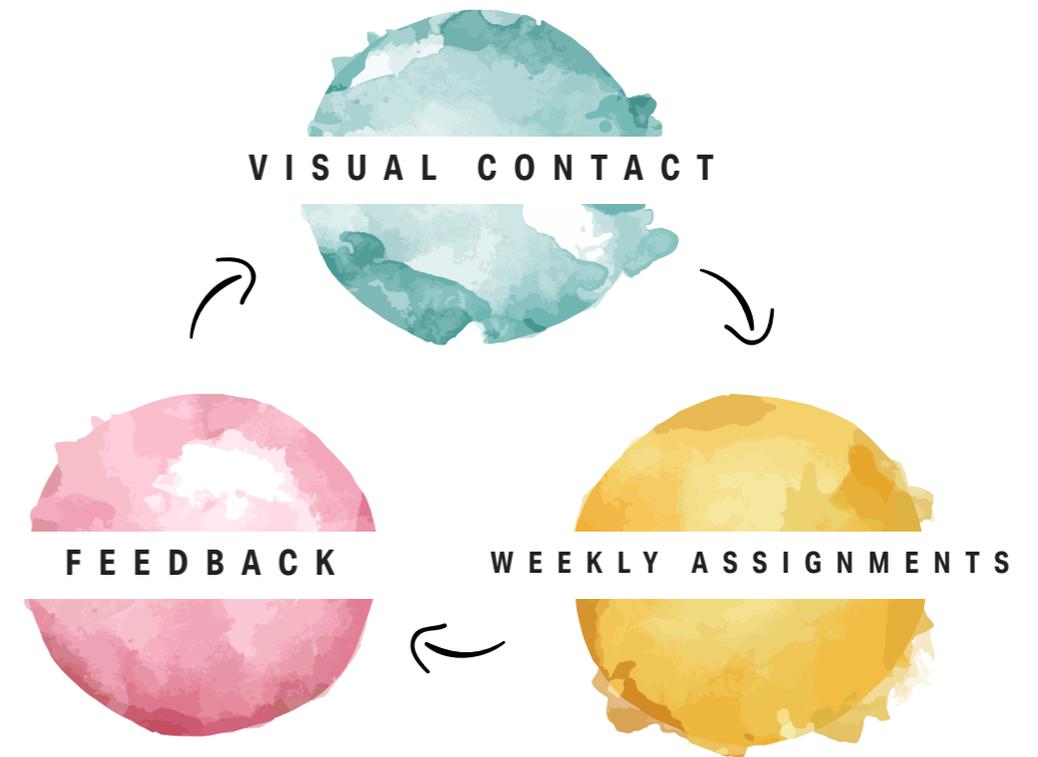


### Academic curriculum: overview

Each year group will follow a programme which is tailored to their curriculum requirements. We will continue to offer a full range of subject areas.

Though there may be variation in the detail of the curriculum from year group to year group, some central principles will be common to all. Pupils should expect:

- One weekly assignment per teacher. These will take different lengths of time, appropriate to each year group. Teachers will not set separate Prep assignments
- Visual contact with each subject teacher at least once per week.
- At least one piece of feedback from each teacher per week, either individually, or to the whole class.





## YEAR GROUP ASSIGNMENT SCHEDULES

### Years 7, 8 and 9

Pupils in these year groups will attend three lessons on most days (two on Saturdays) according to the following schedules. Assignments in each subject will be set on the same day as the corresponding lesson and there will be at least three working days, and up to one week, to complete each assignment. Although assignments will arrive on the days shown, they do not necessarily need to be completed on the same day. Schedules are broken down by set group in Sciences and Humanities, but all sets in English, Maths and Modern Languages have lessons on the same day.

Year 7	Mon	Tue	Wed	Thu	Fri	Saturday 16/1	Saturday 30/1	Saturday 6/2	Assignments
English/Maths/Other		Maths	Constructive Time	English		Maths	English	Maths	1 x 1hr per subject
Modern Languages		French							
Art/DT/Science 7P	Art	DT	Chemistry		Biology & Physics & Computing				
Art/DT/Science 7Q	Chemistry	DT	Art		Biology & Physics & Computing				
Art/DT/Science 7R	Computing & Physics	Art	DT		Chemistry & Biology				
Art/DT/Science 7S	DT	Art	Chemistry		Biology & Physics & Computing				
Humanities 7LA	Classics		Religious Studies	Music & Geography		History	History	History	
Humanities 7L α	Classics		Religious Studies	Music & History		Geography	Geography	Geography	
Humanities 7C	Music & Classics			History & Religious Studies		Geography	Geography	Geography	

Each assignment for Years 7, 8 and 9 will be designed to take 1 hours to complete: this means that in a typical full school day, approximately 3 hours should be spent on assignments and up to 2 hours are available for interactions with teachers.

Please see the "Wellbeing" section for notes on Constructive Time and Sports assignments.

Year 8	Mon	Tue	Wed	Thu	Fri	Saturday 16/1	Saturday 30/1	Saturday 6/2	Assignments
English/Maths/Other			Constructive Time	Maths		English	English	English	1 x 1hr per subject
Modern Languages		Spanish/German			French				
Art/DT/Science 8P	DT		Chemistry & Physics	Biology	Art				
Art/DT/Science 8Q	Biology		Art & Physics	Chemistry	DT				
Art/DT/Science 8R	Biology		Chemistry & Physics	Art	DT				
Art/DT/Science 8S	Chemistry		DT & Physics	Biology	Art				
Humanities 8L	Computing & Religious Studies	Music		Geography	Classics	History	History	History	
Humanities 8M	Religious Studies	Music & Computing		Classics	History	Geography	Geography	Geography	
Humanities 8C	Classics	Music & Computing		History	Religious Studies	Geography	Geography	Geography	

Year 9	Mon	Tue	Wed	Thu	Fri	Saturday 16/1	Saturday 30/1	Saturday 6/2	Assignments
English/Maths/Other	English		Constructive Time			Maths	Maths	Maths	1 x 1hr per subject
Modern Languages		French	Spanish/German						
Art/DT/Science 9P	Physics		Biology	Art & DT	Chemistry				
Art/DT/Science 9Q	Art		Chemistry	Physics & DT	Biology				
Art/DT/Science 9R	Chemistry		Physics	Biology & Art	DT				
Art/DT/Science 9S	Chemistry		Physics	Biology & DT	Art				
Humanities 9L	Religious Studies	History & Classics		Geography	Music	Computing	Computing	Computing	
Humanities 9C1	Religious Studies	Music & Classics		History	Geography	Computing	Computing	Computing	
Humanities 9CA	Computing	Religious Studies		Music	Geography & Classics	History	History	History	
Humanities 9C α	Classics	Music & Computing		Religious Studies	Geography	History	History	History	

## Years 10 and 11

Pupils in these year groups will attend two lessons on most days according to the following schedules. Assignments in each subject will be set on the same day as the corresponding lesson and there will be at least three working days, and up to one week, to complete each assignment. Although assignments will arrive on the days shown, they do not necessarily need to be completed on the same day. Schedules are broken down by set group in Sciences and Option subjects, but all sets in English and Maths have lessons on the same day.

Year 10	Mon	Tue	Wed	Thu	Fri	Saturday 16/1	Saturday 30/1	Saturday 6/2	Assignments
English/Maths/Other	English	Maths	Constructive Time			English	Maths	English	1 x 1.5hr per subject
Options	A	B		D	C	A		A	
Science T1			Physics	Biology	Chemistry		Biology		
Science T2			Biology	Physics	Chemistry		Chemistry		
Science T3			Biology	Physics	Chemistry				
Science D1			Biology	Physics	Chemistry				
Science D2			Physics	Biology	Chemistry		Physics		

Year 11	Mon	Tue	Wed	Thu	Fri	Saturday 16/1	Saturday 30/1	Saturday 6/2	Assignments
English/Maths/Other			Constructive Time		Maths & English	Maths		Maths	1 x 1.5hr per subject
Options	C	A	B	D		B	B & C		
Science T1	Chemistry	Biology		Physics				Chemistry	
Science T2	Biology	Physics		Chemistry					
Science T3	Chemistry	Physics		Biology				Physics	
Science D1	Biology	Physics		Chemistry				Chemistry	
Science D2	Chemistry	Biology		Physics				Physics	

Each assignment for Years 10 and 11 will be designed to take 1.5 hours to complete: this means that in a typical full school day, approximately 3 hours should be spent on assignments and up to 2 hours are available for interactions with teachers.

Please see the "Wellbeing" section for notes on Constructive Time and Sports assignments.



## LIFE IN SIXTH FORM: OWN YOUR HOME LEARNING

Excelling in one's chosen subject portfolio is one aspect of school life; but being a Barnardian has always meant more. This year's Learning@Home programme is no different and in fact, the excitement just keeps ramping up!

The opportunities for personal development are endless and we are thrilled at how Sixth Formers leap at such varied avenues of responsibility and roles, truly designing their own Sixth Form experience. This year, students are able to:

- Be a pastoral mentor for the House and organise House activities
- Be an academic mentor for younger years
- Attend the dynamic Lecture Series
- Listen to and be part of Monitor Assemblies
- Lead and be part of online Society and Committee meetings and events
- Societies and Committees include: Debating Society, History Society, Identity 2021, LawSoc, Lectern Club, MedSoc, MathsSoc, Mindfulness & Meditation, Sixth Form Common Room, Student Council.

## LECTURE SERIES



### **OB Rachel Metcalf - Linklaters**

Speaking about Law and her career since leaving Barney



### **Newcastle University**

Information on Student Finance



### **OB Kineta Kelsall - Jellyfish**

Careers in Social Media

# SIXTH FORM

Pupils in these year groups will attend two lessons on most days according to the following schedules. Assignments in each subject will be set on the same day as the corresponding lesson and there will be at least three working days, and up to one week, to complete each assignment. Although assignments will arrive on the days shown, they do not necessarily need to be completed on the same day. Schedules are broken down by option block.

Sixth Form		Mon	Tue	Wed	Thu	Fri	Sat 16/1	Sat 30/1	Sat 6/2	Assignments
Option Block	Lower 6th	A	B	Extension Work	C	D	A	B	A	2 x 2hr per subject
Option Block		C	D	Constructive Time	A	B	C	D	C	
Option Block	Upper 6th	C	A	Ext.	D	B	C	A	C	2 x 2hr per subject
Option Block		D	B	Constructive Time	C	A	D	B	D	

Sixth Form subjects are delivered by two teachers, so the schedule means that in most subjects, each teacher will deliver one assignment per week. Each assignment will be designed to take approximately **2 hours to complete**. Wednesday will be used for Constructive Time and extension work.

Extension work includes preparation for life after Barney through "Unifrog", MOOCs and extension material provided by departments.

## Pupil Progress

Assessments will be sent home at Half Term for all year groups, and at the end of term for Years 7 to 10. Year 11 and Sixth Form students will receive full written reports the end of term. If you would like to discuss or have concerns about your child's progress in the meantime, please contact their tutor or individual subject teachers.

## Learning @ Home Timetable

We have designed the structure of the school day with home learning in mind. The new structure gives the flexibility for pupils to learn according to their own pace and home circumstances, while protecting time for contact with their teachers, tutors and friends, as well as outdoor exercise and relaxation.

Contact with tutors will take place from 8.30am each day and contact with academic teachers will take place between 9.10am and 3.55pm, but crucially not during break or lunch slots.

Teachers will contact pupils in their Teams to organise face-to-face class contact times. These will fall into the usual school timetable lesson slots, and once set, will very likely be fixed from one week to the next. It is imperative that pupils check their Teams for assignment posts and their email inbox at the start and middle of the day: time is devoted in the schedule to allow them to do this. Please note that on some occasions, the lesson contact times will be prior to an assignment to 'set the scene'. At other times, teachers may use live contact to offer feedback.

Sixth Form	Mon	Tue	Wed	Thu	Fri	Sat
<b>08:30-09:10</b>	Registration/Tutor/House meetings/Whole School Assemblies/Congers. Check Microsoft Teams and email.					<b>08:30-09:00</b>
<b>09:10-09:45</b>	Assignment or Live Lesson					<b>09:00-09:40</b>
<b>09:45-10:20</b>	Assignment or Live Lesson					<b>09:40-10:20</b>
<b>10:20-10:55</b>	Assignment or Live Lesson					
<b>10:55-11:30</b>	Assignment or Live Lesson					
<b>11:30-11:50</b>	<b>Break</b>					
<b>11:50-12:25</b>	Assignment or Live Lesson					<b>10:40-11:20</b>
<b>12:25-13:00</b>	Assignment or Live Lesson					<b>11:20-12:00</b>
<b>13:00-14:00</b>	Lunch (some lessons may be 13:25-14:00)					
<b>13:45-14:00</b>	Check Microsoft Teams and check emails					
<b>14:00-14:40</b>	Assignment or Teacher Interaction	Constructive Time/House Activity/Sport	Assignment or Teacher Interaction			
<b>14:40-15:20</b>	Assignment or Teacher Interaction		Assignment or Teacher Interaction			
<b>15:20-16:00</b>	Assignment or Teacher Interaction		Assignment or Teacher Interaction			
<b>16:00-17:00</b>	Enrichment/Activity Time					Enrichment/Activity Time

Please see the back of the brochure for a blank timetable. All students will receive one of these from their Tutors to help them structure their day.



PASTORAL ENGAGEMENT

## Promoting Positive Mental Health:

### Purpose

The Purpose of the Wellbeing@Home Programme is to ensure that all members of the Barney family continue to feel supported and part of our community. We want to ensure that Barney pupils use this period of home learning to develop their resilience, confidence and independence, and to ensure their curiosity stretches beyond the academic sphere.

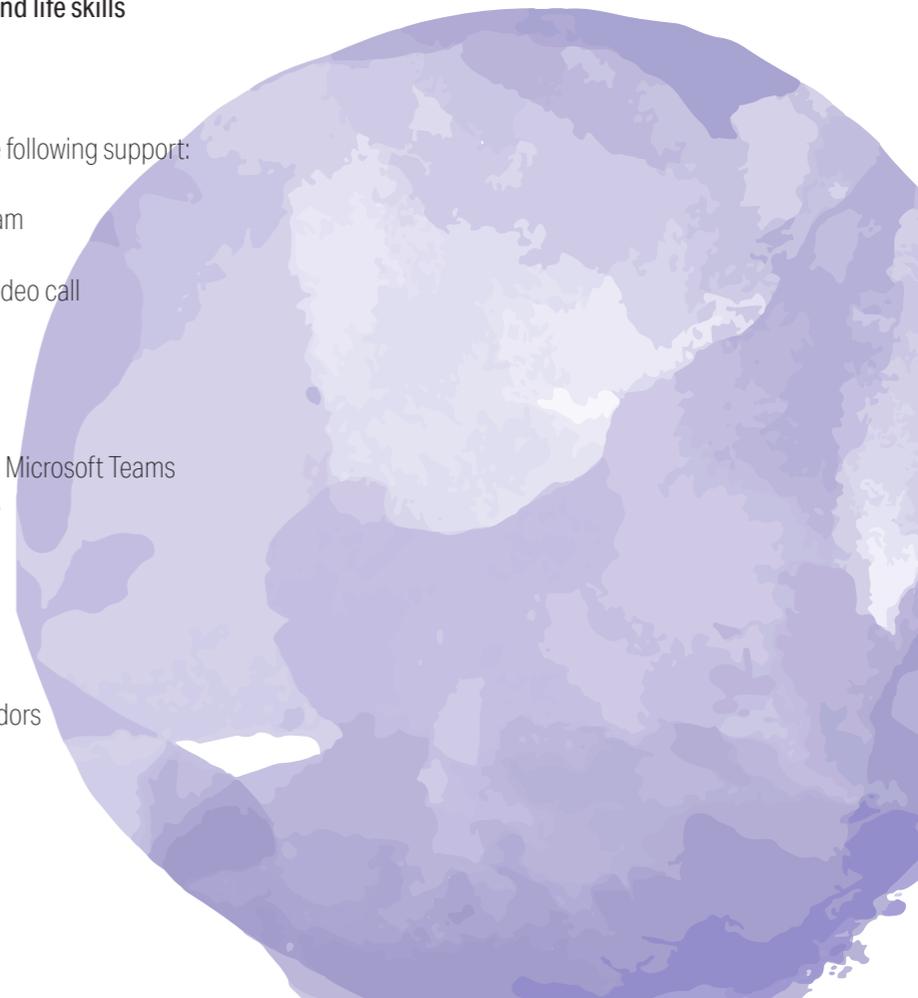
### The key aims are:

- To provide **support and guidance** through daily contact with a tutor
- To ensure **regular communication** between home and school
- To ensure that **learning embraces** both academic progress and personal development
- To maintain and **develop a sense of loyalty** to the House and Barney as a whole school
- To **build relationships** within the Barney community and beyond
- To **develop independence, social responsibility and life skills**

### The Wellbeing@Home Programme

To ensure the above aims are met, we aim to provide the following support:

- Daily online video registration with tutor from 8.30am
- Daily whole-school assembly video message
- Regular tutor group meeting via Microsoft Teams video call
- Weekly tutor group PSHCEE lesson
- Regular one-to-one tutor contact
- Regular contact between School and parents
- Weekly Tutee Review discussion with tutor
- Contact throughout the day with tutor and HSM via Microsoft Teams
- Online House meetings with HSM, tutors and peers
- Weekly live House competitions
- Ongoing House collaborative competitions
- An extensive optional enrichment programme
- Support from School Counsellor
- Support from Sixth Form Peer Supporters
- Support and activities from Anti-Bullying Ambassadors





### Purpose:

The purpose of the Enrichment@Home Programme is to promote pupils' wellbeing, curiosity and enjoyment through a breadth of opportunities that complement the academic curriculum and to ensure that all Barnardians continue to flourish as part of a House and school community.

### The key aims are:

- To provide **regular opportunities for interaction** with peers and staff
- To ensure that **learning embraces** both academic progress and personal development
- To maintain and **develop a sense of loyalty** to the House and Barney as a whole school
- To ensure the **competition** between Houses continues to flourish
- To develop **new skills and interests**
- To provide opportunities to **embrace change and show leadership**

The Co-Curricular Programme comprises three areas:



### Enrichment Activity Programme

Our staff have shown fantastic creativity, innovation and enthusiasm in helping to redesign the programme to continue to offer the breadth of opportunity for which Barney is renowned.

### How it works:

Activities will provide an opportunity for pupils to remain active outside the classroom environment, maintain connections with their peers and staff and learn new skills. Activities should be fun and a refreshing break from academic studies.

- The Enrichment Activity Programme will be available on **Monday, Tuesday, Thursday and Friday.**
- Live activities will take place on a designated day between 4.00pm and 5.00pm. Pre-recorded activities will be launched on their scheduled day via Assignments in Microsoft Teams and can be completed at the pupils' leisure that day.
- Although all Enrichment Activities are optional, all pupils are encouraged to participate in at least 2 activities per week.
- Pupils will sign up for their activities via a Microsoft Form before the onset of the programme.
- Each activity will be run by a member of staff and supported by the Microsoft Teams platform.

# ACTIVITY PROGRAMME LENT 2021

Mon	Tue	Thu	Fri
Origami (years 7&8)	Classic Comedy (all years)	Creative Photography (all years)	Party Games (years 9-11)
Aircraft Recognition (all years)	Virtual Field Trips (all years)	Quizzical – the quiz for all (years 11-13)	World War 2 in 100 objects (all years)
Cryptic Crosswords (Years 11-13)	Horse and Stable Management (all years)	Med Soc (years 10-13 lunchtime)	Music Dept. Weekly Social & Quiz
CCF (years 10-13)	Concert Orchestra (all years)	Mr Dalton's Weekly Challenge (years 7&8)	Virtual Climbing Club (all years)
How to be a good Atheist (years 10-13)	Recitation and Monologue Workshop (all years)	Grade 6 Music Theory (2:00-2:40)	Yoga for beginners (years 9-13)
Scattergories (years 7&8)	EPQ Drop in (6th form)	Chapel Choir	Sports Trivia (all years)
How the music business works (all years)	Archaeology Club (all years)	History Club (year 7-9)	Book Club, with a twist (all years)
Nonsense and Senior Arts Evening (year 11+)	Mock Trial and Debating Law Club (years 9-13)	Foreign Film Club (6th Form)	Baking (all years)
Strava Club (all years)	History Club (years 10-13)	Online Bible study (all years)	Quizzical – the quiz for all (years 9&10)
Chess.com (years 9-11)	Model Railway (all years)	Climate Change (all years)	Sports Recovery Session (years 11-13)
Creative Writing (all years)	School newspaper/bulletin (all years)	Mindfulness (years 11-13)	Music Concerts (lunchtime)
Lego Challenge (all years)	Sewing Club (all years)	Italian from Zero (years 11-13)	Physics in the news (all years)
Quizzical – the quiz for all (years 7&8)	Origami (all years)	Round the World with Mr Foster (all years)	Live Theatre Discussion (all years)
DofE (year 10+ at lunchtime)	Current Affairs (years 9-11)	DT Challenge Club (years 7-10)	Winter Wildlife Photography (years 7-10)
Composition Club – Film Music (all years)	Sudoku (all years)	Jazz Collective (lunchtime)	Crossword Challenge (year 7-9)
The art of writing a letter (years 7-10)	Chess.com (years 7&8)	Things you need to learn before you leave School (years 11-13)	
	Choir (years 7&8 – lunchtime)		
	Tech Crew (all years)		
	Quizzical – the quiz for all (year 10&11)		

Please speak to Mr Dawson and Mr Alderson regarding the following on Wednesday:

- Music workshop/lecture (1:15-1:50)
- Senior Music Appreciation Society (Year 11-13)
- DofE (Year 12 lunchtime)

## Music

We are delighted to be able to offer a full programme of rehearsals, concerts, individual music lessons, workshops and other music activities during the Learning@Home period, in addition to our regular academic lessons and assignments. Please find below our weekly schedule of rehearsals and activities.

### Individual Music Lessons

Individual Music Lessons are a very important part of our music provision here at Barney and we are pleased that these weekly lessons are continuing and will take place over Microsoft Teams. Your child's music teacher will be in touch with them via Microsoft Teams to confirm a suitable fixed lesson time. If you have any questions, please contact the Director of Music, Mr Dawson, at [rjd@barneyschool.org.uk](mailto:rjd@barneyschool.org.uk)

### Weekly Music Schedule of "Live Video" rehearsals and activities Lent 2021

	Mon	Tue	Wed	Thu	Fri
<b>LUNCH</b>	<b>Composition Club</b> Film Music This half-term in composition club we will be learning how to compose music for films! Open to all!	<b>Year 7 &amp; 8 Choir</b> All Year 7 & 8 Choir members from last term are expected to attend. Open to Year 7s and 8s	<b>Weekly Music Workshop/Lecture</b> Each week, a different person will lead a workshop or talk on an interesting aspect of music. Open to all! All Music Scholars should attend a minimum of 2 workshops/lectures this half term	<b>Jazz Collective</b> Open to all years, members should be of roughly Grade 3 standard or higher. All Y9 & 10 Jazz Collective members and Year 11 Saxes are expected to attend.	<b>Lunchtime Concerts</b> A great opportunity to perform every week! Submit your videos to Mr Dawson by Thursdays at 1pm to be included.
<b>AFTERNOON</b>			<b>Senior Music Appreciation Club</b> 3.20pm – 4.00pm Come along and listen to music, share suggestions and talk about what you're listening to! Open to Y11, 12 & 13	<b>Grade 6 Theory Club</b> 2.00pm – 2.40pm Contact Mr Dawson to join.	
<b>ACTIVITIES</b>	<b>How the Music Business Works</b> Learn how the world works as a professional performing musician! Open to all!	<b>Concert Orchestra</b> All instrumentalists from every year are expected to attend. Bring your instrument! Open to all!		<b>Chapel Choir</b> All choir members from every year are expected to attend. Open to all!	<b>Music Department Weekly Social &amp; Quiz</b> A chance to catch up with friends at the end of the week and take part in the weekly quiz! Open to all!

## House Competitions

A significant part of being a Barnardian is the loyalty to one's House and the relationships it embeds between peers, Tutors and HSMS. Developing character through the promotion of resilience, loyalty, leadership and by allowing individuals to express themselves is all at the heart of our House Competitions. Every pupil has the opportunity to contribute to their House through a variety of competitions.

'Nailing Up' is arguably the most eagerly anticipated event of the School Calendar, and will remain so during this period.

Our House Competition time will be **Wednesday** at 4.00pm and pupils will be encouraged to join in a variety of activities; either by preparing for a House competition for the following week or taking part in a live competition.

Weekly Live House Competitions – how these work:

- Take place every Wednesday between 4.00pm and 5.00pm.
- Organised and run by staff
- Divided by age category (Juniors, Intermediates, Seniors) or whole House
- Points will be allocated to Houses for Nailing Up

Ongoing House competitions – how these work:

- Launched on a Wednesday morning in House meetings
- Completion by the following Wednesday at 5pm
- To involve the whole House

## Sport and Exercise

Maintaining an active lifestyle forms a fundamental part of physical and mental wellbeing. All pupils should be engaging in regular exercise during this period and pupils should be encouraged to plan exercise slots into their daily routines. Staying physically fit will also enable pupils to be better equipped when competitive sport resumes.

Individual Programmes:

- These are available by contacting the PE/Games Department
- Tailored programmes can be provided ranging from 'novice' to 'elite performers'
- Suggested activities are available to all pupils
- Videos and online resources will guide pupils (and parents) in exercises that they can do in the comfort of their own surroundings

Sport specific:

- Physical fitness and sport specific sessions will be available when games lessons are timetabled
- Individual sport channels have been set up in Microsoft Teams
- Sport specific fitness programmes are available
- Video footage of specific skill development sessions are available
- Group interaction is encouraged

Nutritional advice:

- Available in the Games Team for each age group
- Using social media and a range of online videos and guides, we will raise awareness of balanced diets, healthy eating and positive mental wellbeing.

## A typical day of home learning

<b>08:30 - 09:10</b>	<b>Log into Microsoft Teams</b> <ul style="list-style-type: none"> <li>• be at your work station to register online with your tutor</li> <li>• receive any important announcements</li> <li>• celebrate merits</li> <li>• chat online (either via video or through posts) with members of your tutor group and tutor.</li> </ul> Watch Whole School Message <ul style="list-style-type: none"> <li>• via video from a member of SMT, Father Darren, senior pupils or even Congers with Mr Dawson</li> </ul> Receive and check assignments/deadlines for the day <ul style="list-style-type: none"> <li>• teachers may give you a time for a live video lesson</li> <li>• If you are unable to attend this, email/message them via Teams to excuse yourself and access the recording later</li> </ul>	
<b>09:10 – 13:00</b>	<b>Assignments</b> <ul style="list-style-type: none"> <li>• Work on the assignments set by your teachers.</li> </ul>	<b>Interactions with Teachers</b> <ul style="list-style-type: none"> <li>• Join a live video lesson (remember this will be recorded; ensure your video is on; you microphone is on mute; unmute it if you are asked to speak; use the chat function to ask questions as required)</li> <li>• Watch a pre-recorded video shared by your teacher</li> <li>• Contact your teacher to ask questions</li> </ul>
<b>11:30 - 11:50: BREAK</b>		
<b>13:00 - 13:45</b>	<b>Lunchtime</b> <ul style="list-style-type: none"> <li>• leave your work station!</li> <li>• have lunch and try to go outside</li> <li>• Towards the end of lunch, check your email and Teams for any important messages</li> </ul>	
<b>13:45 - 14:00</b>	Check your email and Teams	
<b>14:00 – 16:00</b>	<b>Assignments</b> <ul style="list-style-type: none"> <li>• Work on the assignments set by your teachers</li> </ul>	<b>Interactions with Teachers</b> <ul style="list-style-type: none"> <li>• Join a live video lesson (remember this will be recorded; ensure your video is on; your microphone is on mute; unmute it if you are asked to speak; use the chat function to ask questions as required)</li> <li>• Watch a pre-recorded video shared by your teacher</li> <li>• Contact your teacher to ask questions</li> </ul>
<b>16:00 - 17:00</b>	<b>Constructive Time / Sport / Enrichment Activity / House Competition</b> <ul style="list-style-type: none"> <li>• A chance to do something different to academic work. Complete an enrichment activity, do some exercise, read a book, record your contribution to the House competition, practise your instrument...</li> </ul>	
<b>Evening</b>	Find time to relax!	

***"It always seems  
impossible until it is  
done"  
- Nelson Mandela***

## Parent Tips for Supporting Home Learning

Home learning can be equally challenging for parents! Please remember that you can contact your child's tutor or HSM to ask for support at any time. We would also like to offer you the following advice:

### Routine

Try to ensure that each school day follows a regular routine. Your child should be up, dressed, have had breakfast and be at their work station for 8.30am. They should maintain a tidy work station in an area conducive to study. Breaks should be regular and ideally away from screens. They should finish their school day at the same time each day – we recommend 5.00pm.

### Plan the day

Once they have registered online with their tutor and watched the daily assembly message, your child should spend 10 minutes on Microsoft Teams checking what work has been set, which assignments are due and which live lessons they should attend that day. You may like to do this with them, so you know what they will be working on. They should also plan which enrichment activities and House competitions they will take part in that day.

### Wellbeing

Your child's wellbeing is of paramount importance and home learning may put a strain on family life. Your child should have a set time for breaks, during which they step away from their work station. Ideally, they should go outside for some fresh air, have a snack and a drink. They should be doing some form of exercise at least once a day, talking to friends, accessing the enrichment programme, helping others or simply doing a different activity that makes them happy. Importantly, during this period of home learning, if they work effectively during the day, they should be able to enjoy an evening free from school work.

### Help/Support

There will be times when your child is 'stuck' and this is fine! Working through academic problems is an important part of developing independent learning. However, if they are unable to solve the issue themselves or perhaps with support from you or peers, they should use Microsoft Teams or their school email account to contact the member of staff they feel can help them most effectively. All pupils have been reminded of The 10 To Turn To; members of the Barney community who are available to help them if they wish to discuss problems.

### Reflection

Talking to your child about the work and activities they have completed at the end of each day is hugely valuable. Your child ought to be able to reflect upon and explain what went well and what they have learned. They should also be able to highlight what hasn't gone so well and how they could resolve that.

Finally, please be reassured that there is no expectation for your child to work on any assignment beyond the recommended amount of time for completion. If they have spent the right amount of time working but still have not finished, that is OK: they should simply submit what they have done to their teacher and message them to explain.

## SUPPORT

### ACADEMIC

Remember the “3 Bs” of independent learning. Go through the following checklist in order:

1. **BRAIN:** think it through again carefully. Can you solve it yourself?
2. **BOOKS:** can you get a hint by looking it up in a book, or online?
3. **BUDDIES:** ask your friends! Use the Chat function on Teams for this, or the Collaboration Space in the Class Notebook.

If you are still stuck, it's time to ask your teacher. The easiest way to do this is using the Chat or the Posts function on Teams, though you can also email them directly if you need to.

Most importantly of all, **DO NOT** suffer in silence. If you have a problem which can't be solved: get in touch. All of your teachers, tutors and HSMs are here to help.

### IT SUPPORT

If you have any IT issues or questions please contact our IT Department below:

email: [helpdesk@barneyschool.org.uk](mailto:helpdesk@barneyschool.org.uk)

phone: 01833 696040 (Please leave a message and contact number)



### PASTORAL

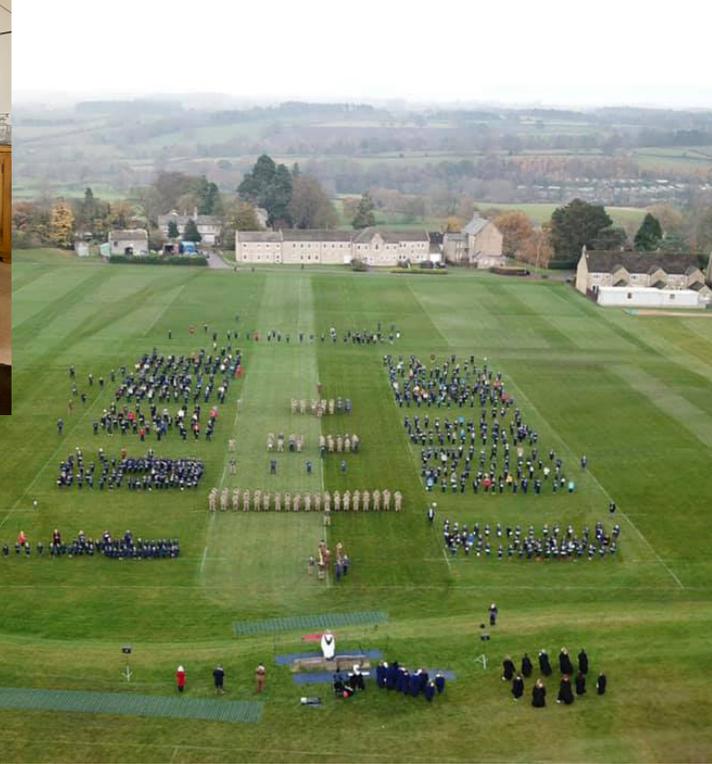
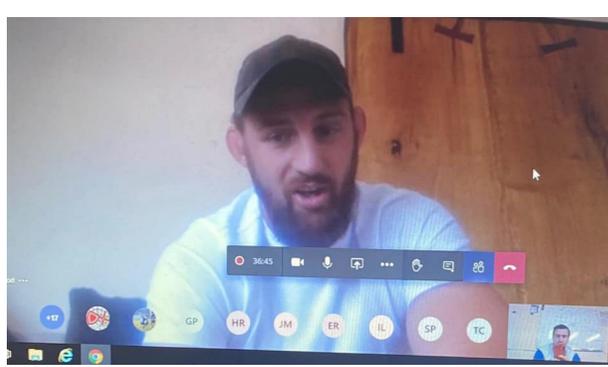
Remember **The 10 To Turn To:**

In addition to your parents and family, there are 10 additional routes that you can turn to:

1. A Friend
2. Your Head of House
3. A Peer Supporter
4. Your Teachers
5. Your Tutor
6. Your Housemaster/Housemistress
7. A member of the Senior Management Team
8. Mrs Thirling, the School Counsellor
9. Mrs Ewart, the School Independent Listener
10. Father Darren, the School Chaplain

## BLANK TIMETABLE

	Mon	Tue	Wed	Thu	Fri	Sat
<b>08:30-09:10</b>	Registration/Tutor/House meetings/Whole School Assemblies/Congers. Check Microsoft Teams and email.					<b>08:30-09:00</b>
<b>09:10-09:45</b>						<b>09:00-09:40</b>
<b>09:45-10:20</b>						<b>09:40-10:20</b>
<b>10:20-10:55</b>						
<b>10:55-11:30</b>						
<b>11:30-11:50</b>	<b>BREAK</b>					
<b>11:50-12:25</b>						<b>10:40-11:20</b>
<b>12:25-13:00</b>						<b>11:20-12:00</b>
<b>13:00-14:00</b>	<b>Lunch (some lessons may be 13:25-14:00)</b>					
<b>13.45-14:00</b>	<b>Check Microsoft Teams and check emails</b>					
<b>14:00-14:40</b>			Constructive Time Enrichment/ Activity/House Time			
<b>14:40-15:20</b>						
<b>15:20-16:00</b>						
<b>16:00-17:00</b>	Enrichment/Activity Time			Enrichment/Activity Time		



*"Never, never, never give up"*  
- Winston Churchill



## FEEDBACK FROM THE LAST LEARNING@HOME PROGRAMME

As a parent and staff member of an academy I appreciate how difficult your jobs are normally and especially at this unprecedented time.

I know you have everyone's best interests at heart and I just wanted to say thank you to you all. My daughter is incredibly happy at Barney and it is lovely to watch her become a confident young adult. Thanks again.

Extraordinary times.

We just wanted to say how much we appreciate the care and commitment you have given our children during this weird and strange time. It has been abundantly clear that you have been trying to do the best you can, and you have communicated clearly and transparently with us and with the students.

A huge thank you to you and your team for putting across such a proactive and calm approach to this bizarre situation.

Thank you so much for all your hard work. We really do appreciate everyone's dedication and effort.

The Barney family is indeed a truly great community especially when tested in times such as these.



Thank you so much for enabling the culture of the school to become a virtual learning platform. I have been very impressed with how quickly the school took online working from a communication tool to a dynamic learning environment.

Thank you so much and the teachers have just been outstanding. I have attended quite a few lessons (while he worked in my study) and enjoyed all the classes, especially experiments in chemistry and animation workshops.

Barney are doing outstanding work in steering pupils (and, vicariously, parents) through these strangest of times.

Well done and keep up the good work. It's much appreciated.

I just wanted to write a brief note to say how professionally you and the school have dealt with COVID-19. In a fluid and ever evolving context, I think you've done an excellent job of keeping calm and conveying appropriate information, via appropriate channels, at appropriate times. Whilst there is mass hysteria in some quarters, the school has – again – presented a solid, dependable, trustworthy face.

## Key Contacts:

Headmaster – Mr Jackson – [Headmaster@barneyschool.org.uk](mailto:Headmaster@barneyschool.org.uk)  
Second Master – Mr Pepper – [MTP@barneyschool.org.uk](mailto:MTP@barneyschool.org.uk)  
Deputy Head (Academic) – Dr Truss - [MRT@barneyschool.org.uk](mailto:MRT@barneyschool.org.uk)  
Deputy Head (Pastoral) – Mr Lavery - [PJL@barneyschool.org.uk](mailto:PJL@barneyschool.org.uk)  
Deputy Head (Sixth Form) – Mrs Beadnell - [FEB@barneyschool.org.uk](mailto:FEB@barneyschool.org.uk)  
Bursar – Mrs Metcalf - [BURSAR@barneyschool.org.uk](mailto:BURSAR@barneyschool.org.uk)

Bowes: Mrs Shovlin – [CLS@barneyschool.org.uk](mailto:CLS@barneyschool.org.uk)  
Dale: Mr McTurk - [CDMM@barneyschool.org.uk](mailto:CDMM@barneyschool.org.uk)  
Durham – Mrs Campbell - [AJC@barneyschool.org.uk](mailto:AJC@barneyschool.org.uk)  
Longfield – Mrs Burgess - [LJB@barneyschool.org.uk](mailto:LJB@barneyschool.org.uk)  
Marwood – Miss Hovington - [OJH@barneyschool.org.uk](mailto:OJH@barneyschool.org.uk)  
North – Mr Monument - [LDM@barneyschool.org.uk](mailto:LDM@barneyschool.org.uk)  
Old Courts – Mr Edwards - [TSE@barneyschool.org.uk](mailto:TSE@barneyschool.org.uk)  
Tees – Mr Fairwood - [HWF@barneyschool.org.uk](mailto:HWF@barneyschool.org.uk)  
York – Mr Monument - [LDM@barneyschool.org.uk](mailto:LDM@barneyschool.org.uk)

School Counsellor – Mrs Thirling - [DT@barneyschool.org.uk](mailto:DT@barneyschool.org.uk)  
School Independent Listener - Mrs Ewart - 07810 087980  
School Chaplain - Father Darren - [DRM@barneyschool.org.uk](mailto:DRM@barneyschool.org.uk)

ICT Support - [ictsupport@barneyschool.org.uk](mailto:ictsupport@barneyschool.org.uk) - 01833 696040 (please leave a message and contact number)



# REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

## 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



## 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



## 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



## 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks: however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



## 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



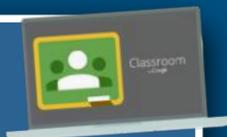
## 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



## 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



## 8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



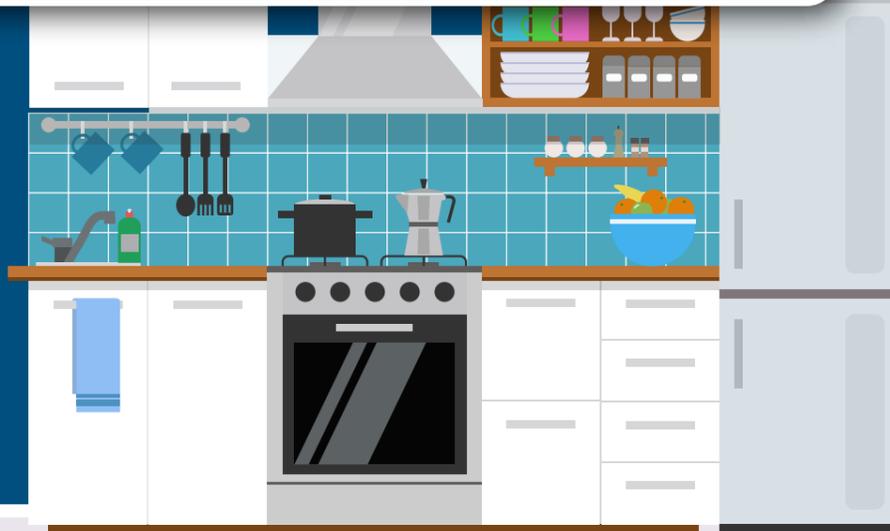
## 9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



## 10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.



# REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote education and to support them in ensuring their experience is as safe and secure as it can be.

## 1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



## 2. USE CLASSROOM LANGUAGE

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



## 3. TAKE REGULAR SCREEN BREAKS

Whilst remote education might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



## 4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

To get the best experience from remote education, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



## 5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



## 6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

Your school should issue you with guidance on remote education and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



## 7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



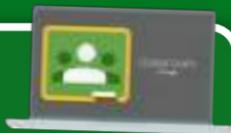
## 8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



## 9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



## 10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

