

Dear Parent/Carer

As a community, we are continuing to work hard to successfully remove those obstacles that would otherwise threaten the positive impact we can have on your children, both now and in our plans for the future. I am so proud of what students and staff are achieving on a daily basis. The work that is being done both by the students and by the staff is, in my opinion, truly remarkable. I would like to thank you as parents for all that you are doing to support this work at this unprecedented time.

I am very pleased to report that our first steps towards a wider physical re-opening of the school have been highly successful this week. As you are aware, we have welcomed back some year 10 and 12 students this week for some physical face-face contact. This physical re-opening has been based on social-distancing and hygiene control measures that have guided our decision-making. In the link below you can see, via a virtual tour, the social distancing and hygiene measures that we put in place for the small-scale return of some students and staff this week. The tour shows the complete one-way route through the school and then each of the rooms being used for Year 10. If you are looking at the entire building via the overhead dolls house view you can then tap anywhere inside the building whether that be a corridor or on the classroom and it will then take you to that position.

[Go to virtual tour](#)

Our attention to detail with regard to social distancing and hygiene measures was praised within an article in the Ipswich Star last week, which can be seen in the link below.

[Go to Article](#)

Following the safe return of Year 10 and 12 this week, we are now considering as a school if it would be possible to widen our physical offer to other year groups before the summer break. This would be dependent on a range of factors including any further government guidance that may be circulated regarding social distancing measures. However, please be assured that we are discussing this every day and we are thinking very carefully about the future to prepare for what our school might be offering from September and beyond. All of our educational planning will take into account the safety of your child but there is of course the possibility that a student or member of staff that comes into school could develop COVID-19 symptoms either while at school or while at home. The Public Health England (PHE) flow chart below shows the steps that must be taken if this is the case.

[Go to PHE Flow Chart](#)

The Department for Education (DfE) has updated information on what parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak. This includes

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

information on the curriculum, afterschool activities, repeating a year for pupils, transport and keeping children safe online. The DfE has also amended information on whether it is compulsory to send pupils to school. It also includes updated information for parents of children with special education needs. You can find this guidance below.

How Copleston supports Equality Issues

As a school, we have a huge responsibility to ensure that children of all backgrounds and races recognise the existence of intolerance. The curriculum we deliver and class discussions we have carefully attempt to do this at an age appropriate level. We are constantly evolving our curriculum as we better understand how to celebrate diversity. We aim to educate children so that they are able to make the small adjustments to their own actions, which will erode, and ultimately remove, both negative thoughts and actions against others. We do not tolerate any form of negative behaviour towards others. We see that as a school, we have a duty to lead on matters such as intolerance and we should not sit quietly.

I am aware that the Copleston community take their responsibility towards promoting equality extremely seriously. Please could I ask that you openly engage in discussions around diversity, which will not only fulfil the requirements of the government's equality act, but is also something that I know we would all take a strong moral stance on. A link to the governments equality act can be viewed below.

[Go to Equality Act](#)

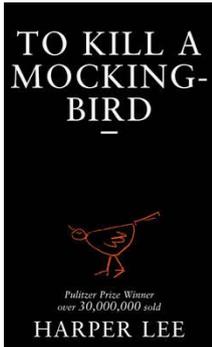
Below are a series of links and suggested reading that can be used to prompt these discussions at home. They are an excellent starting point to recognise the unidentified and unconscious biases many may have. During this unusual time the majority of you may have more opportunity than ever to talk to your children. Recent events in the news can be turned into a positive if it becomes the catalyst for an honest and open conversation with your children. It may be uncomfortable and they will have questions. You do not need to have all the answers, but opening the dialogue is something we can all do. Understanding the Black Lives Matter campaign and the reasons for it should be part of our thoughts and behaviours around inclusivity from now on.

We have also put together some suggested reading and viewing that may inspire you further:

Read:



Michelle Obama 'Becoming'. A longer read and a fantastic and inspiring autobiography showing how a young girl moved beyond expectations.



Harper Lee 'To Kill a Mockingbird'. A fictional novel about events in a small American town with built in racism which still has relevance today.

An article on the impact of the Black Lives Matter campaign seen in the return to premier league

football.

[Go to Article](#)

A short article with film clips that celebrates influential black figures.

[Go to Article](#)

An article celebrating black women you should know about:

[Go to Article](#)

Watch:

John Barnes, former England footballer, speaking on ITV's 'Peston' about how society needs to move forwards with race awareness and actions

[Go to interview](#)

David Olusoga's 4-part documentary series 'Black and British.'

[Go to Documentary](#)

And finally, a powerful message from the influential brand, Nike.

[Go to Advert](#)

Online Learning Update

As you will be aware, from Monday 15th June, in line with government guidance, we have started providing some face to face sessions for Year 10 and 12 students in school. The reason for this restriction is not related to the physical size of secondary sites but is to limit social mixing and the potential for community transmission through methods like public transport, as secondary pupils are more likely to use public transport. In order to facilitate these sessions, there will be a new block timetable for Year 12, 10 and 9. Although Year 9 will not be attending in school sessions, it is necessary to modify their timetable. There will be no change to the Year 7 and 8 timetables. The new timetables for week beginning 15th June are below:

Year 10 Timetable to facilitate face-to-face sessions from 15th June

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	English	Maths	Options subjects online face to face	Science	Maths
Session 2	Maths	Science		Maths	English
Session 3	Science	English		English	Science
Session 4	Option 5	Option 4		Option 1	Option 2
Session 5	PE challenges, wellbeing and personal study	PE challenges, wellbeing and personal study	Option 3	PE challenges, wellbeing and personal study	PE challenges, wellbeing and personal study

N.B. students could choose to do their Option 3 session in one of their personal study slots.

Year 9 Timetable from 15th June

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	English	Maths	Science - Chem	Option 1	Option 4
Session 2	Option 1	Science - Bio	English	Option 4	Science - Phy
Session 3	Option 2	Option 3	Maths	Option 2	Option 3
Session 4	Option 5	English	Personal study	Option 5	Maths
Extra-curricular	PE challenges and Joe Wicks online workout	PE challenges and Joe Wicks online workout		PE challenges and Joe Wicks online workout	PE challenges and Joe Wicks online workout

Year 12 will no longer be able to successfully follow their timetable, they will now be set 3 SharePoint lessons per subject per week, in addition to their tutorials. Students will need to complete 3 lessons from SharePoint each week but will not be issued with a block timetable due to the variance in timing of the tutorial sessions.

Week beginning 15th June also be a “revision week” for Years 7, 8 and 9. This will support students in these years to consolidate their learning and also enable students who are a little behind the chance to catch up on some of their learning.

Year 10 and 12 Face-to-Face Offer

Year 10

To ensure that we limit the number of students on site at all times as well as the number of staff and other students that they come into contact with, we have worked on creating a series of ‘bubbles’ that students

will work within. In the Year 10 model, we will have approximately 75 Year 10 students on site at any one time.

The provision has been arranged on a weekly timetable and has been created such that students are taught by a subject specialist where possible. If you decided to send your child into school, your child will have received a personalised communication explaining exactly what date and time they should attend school. The model will focus on the Core subjects and all students will come into school for one day only. That day will include 1 hour each of English and Maths and Science. Students will be in a class (bubble) of approximately 10 students and will stay in that same class for the 3 hours and stay in the same room. Each room in use can then be deep cleaned before it is reused again. Students will be free to leave after the morning and return home at the end of Period 3. They will attend only for their allocated morning and then must immediately leave the site.

The face-to-face in school offer above will also be complimented by online Microsoft Teams sessions for all option subjects on a Wednesday. Again, students have been sent details of how and when to access these sessions.

Please note that the face to face contact in school and the options tutorials is only a part of their online learning and students should continue to access the online learning from home on the rest of the days in the week

Year 12

For Year 12 we are offering a blended approach to maximise face to face dialogue across a high number of subjects. This will involve a combination of in school support on a Monday, alongside face-to-face online tutorials using Microsoft Teams. Due to the high number of subject combinations and the lack of “core” subjects at A level, we believe that this is the best way to offer face to face support to students across all of their A level subjects (see below for the model)

Monday	Monday 14.00 – 15.30	Tuesday PM 14.00- 15.30	Thursday 14.00- 15.30	Friday 14.00- 15.30
Subject Springboards	Option 1 Online Tutorials	Option 2 Online Tutorials	Option 3 Online Tutorials	Option 4 Online Tutorials
High quality face to face springboard sessions for individuals and small groups of students. UCAS and Wellbeing support will also be included	Biology Business Design Tech English Literature History Health & Social ICT Maths Further Maths RE Applied Science	Biology Business Chemistry Economics English Literature Film Studies History Health & Social Psychology Physics Sociology	Biology Business Chemistry Drama English Language Politics Maths Psychology PE Physics Sociology	Art Business Computer Science Dance English Language Geography Politics Maths Media Studies Psychology Applied Science Spanish

In this model a student taking 3 A Levels will receive four and half hours of online face-to-face tutorial support in their subjects a week and a student taking 4 A levels would receive six hours.

As stated above, this will also be supported by subject springboard sessions for students on a Monday morning, where subject teachers will meet with small groups of students face to face, and this will take

place at Copleston High school. This will involve reviewing the students learning, looking for any knowledge gaps that have developed and then providing advice for the next steps to enable progress.

We have worked to create a series of 'bubbles' that students will work within. We will have approximately 25 Year 12 students on site at any one time. The Monday provision has been arranged on a fortnightly timetable and wherever possible all subjects will be offered, although this is dependent on the teaching staff available.

As both Year 10 and 12 will be engaging in online Microsoft Teams sessions with their teachers, I have attached the student guide that provides information for students on how to access these sessions and the protocols they must follow.

[Microsoft Teams Student Guide](#)

The Education Endowment Foundation (EEF) Review

The EEF's rapid evidence review examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature.

Key findings and implications include:

- School closures are likely to reverse progress made to close the gap in the last decade since 2011.
- Supporting effective remote learning will mitigate the extent to which the gap widens.
- Sustained support will be needed to help disadvantaged pupils catch up.

The report identifies two factors affecting learning while pupils are at home – remote learning and parental involvement.

Remote learning

It is very hard to use technology to replace the learning relationships that exist between teachers and pupils in the classroom. The rapid evidence assessment on remote learning conducted by the EEF also emphasised that the pedagogical quality of remote learning is more important than how lessons are delivered. Ensuring the elements of effective teaching are present – for example; clear explanations, scaffolding and feedback – is more important than how or when they are provided.

[Go to EEF Review](#)

Parental involvement

The report notes that parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The effectiveness of strategies will differ by age group. For example, in secondary schools' parents can support children to read independently and create study routines. EEF resources for schools on supporting parents during school closures are available below:

[Go to Guidance](#)

As students continue to work remotely and we move into the next phase of our remote learning offer with the addition of online tutorials, being safe online is even more of a priority. The following documents provide some useful information to help ensure our students stay safe when online.

[Go to DFE online safety guidance](#)

[Go to Childnet Resources](#)

[Go to NSPCC online safety](#)

[Go to Parent Info Resources](#)

Wellbeing Update

As we progress towards some of our students returning to school, we need to be mindful that this will evoke lots of different thoughts and feelings for the young person, their family and our staff. We are learning from the early research that all of our mental health will be affected by coronavirus in some way, but especially children and vulnerable groups. It is likely that we all have been experiencing and will continue to have feelings of sadness, loss and grief.

As parents, I am sure you may have worries about the wellbeing of your children and we continue to be mindful of the mental health needs of our community, which are at the core of the decisions we are making.

Some of you will feel very ready to move into this next phase with schools reopening for children in Year 10 and 12, yet some will naturally feel apprehension. As a school we are very aware that our pupils will have a variety of concerns ranging from their own health and that of their family and friends to anxieties about exams and schoolwork.

When considering all of these concerns, we cannot assume to know what parts of this complex situation worry different individuals, but we will continue to encourage open and ongoing dialogue regarding the worries and concerns of our students. To help with this, the NSPCC has published some guidance to support parents and young people at this challenging time. Please view this guidance below:

[Go to NSPCC Guidance](#)

If your son or daughter has worries and concerns, the tips below may help you to talk with them about their anxieties.

- Be curious about worries. What piece is troubling them? What have you heard?
- Empathise, and help them to feel understood.
- Gently and patiently correct any misunderstandings they may have
- Encourage children to feel in control where they can
- Highlight helpers, such as a grandparent or a friend

Emerging minds UK and NSPCC are working together, and we wanted to share the following evidence-based advice for anyone supporting children and young people with their worries.

[Go to Resource](#)

also produced some excellent guidance for adults to support children and young people who are worried or anxious.

[Go to Anna Freud](#)

We also recommend the NSPCC helpline for any adult who has concerns or who is having difficulty starting or managing these conversations.

NSPCC helpline: 0800 800 5000

Concluding Remarks

It is being reported that the pandemic has exposed deep inequalities in our society, with many groups disproportionately impacted and needing extra support. Children may be facing additional risks during the pandemic. For example, this week I was alarmed to read a report suggesting that gangs have been on a "recruitment drive" during lockdown, targeting vulnerable children and increasingly girls. The National Youth Agency argues that social media and "unsafe outdoor spaces" are being used to recruit them. The children's commissioner for England warned that with schools and youth clubs closed, thousands of vulnerable young people have become more vulnerable. "Lockdown removed many of the usual ways of identifying children at risk of being exploited by gangs". Anne Longfield added that "There is increased concern around the use of girls for gang activity". If you want to read the full report, you can access it via this link.

[Go to Report](#)

There is no universal experience of response to the lockdown, but there is no doubt that across the UK some families are under considerably more pressure. We believe there will be implications of the lockdown for mental ill-health. Some children and young people will be bereaved. Furthermore, while the government has put in place safety nets to protect as many adults as possible from the economic impact of COVID-19 there is no doubt that for some families, the economic impacts are likely to be felt for some time to come. This is supported by the recent UK food bank charities report that stated they had their busiest month ever at the start of the coronavirus lockdown. The Trussell Trust says demand went up 89%, while for the Independent Food Aid Network the increase was 175%. Worryingly, many agree that the economic fallout of the pandemic could leave 1.1 million more people below the pre-Covid poverty line at year end, including a further 200,000 children, according to analysis released last Thursday by the IPPR think tank.

I am proud to say that at Copleston we are striving to do all we can to support students and their families. As an example, our partnership with the Raedwald Trust to deliver our Community Shelf project continues to go from strength to strength. The latest update on this initiative can be accessed in the link below which shows a lovely article in the Ipswich Star last week.

[Go to Article](#)

Finally, as a school, we are each reflecting on what we are going to need to do to reshape and reconfigure what and how we will teach children in the future. Unquestionably, it is crucial that our measured and deliberate 're-opening' also enables us to forge new ways of working fit to deliver exceptional education in the future. If there are any positives to be drawn from this difficult situation, they will be that we have taken full advantage of the opportunities we have to do things differently and, in many cases, better.

One example of this can be seen in the fact that we have been working tirelessly on the New School in the absence of any students so that they have something truly exceptional to return to. The school is now looking amazing and in the links below you can access a full virtual interactive tour of all corridors and classrooms.

[Ground Floor](#)

[First Floor](#)

[Second Floor](#)

You may also be aware that the government have agreed to continue to provide free school meal vouchers over the summer holiday. This was largely due to the inspirational campaign run by the Manchester United and England footballer Marcus Rashford. A short interview with Marcus Rashford can be viewed below.

[Go to Interview](#)

I would like to sign off by thanking you for everything you do to support our school community. Staff are working really hard through challenging circumstances to offer the best learning experience possible being mindful of individual family circumstances and the wellbeing of our families and pupils. For those students that are coming into school (and this may well increase in the coming weeks) we are ensuring that their safety is our primary concern. We have followed the 'Actions for Wider opening of schools - Secondary School Guidance' and the 'Implementing Protective Measures' guidance which you can access in the link below.

[Go to Guidance](#)

I am, as Principal, extremely grateful for your support which I know I have stated in previous updates to parents. I hope that by saying this again, my strength of feeling is not diluted. Please do not hesitate to contact school if there is anything that you are concerned about.

With my very best wishes

Mr AB Green (Principal)