GODOLPHIN
SALISBURY

GO DIGITAL LEARNING GUIDE

SUMMER TERM 2020
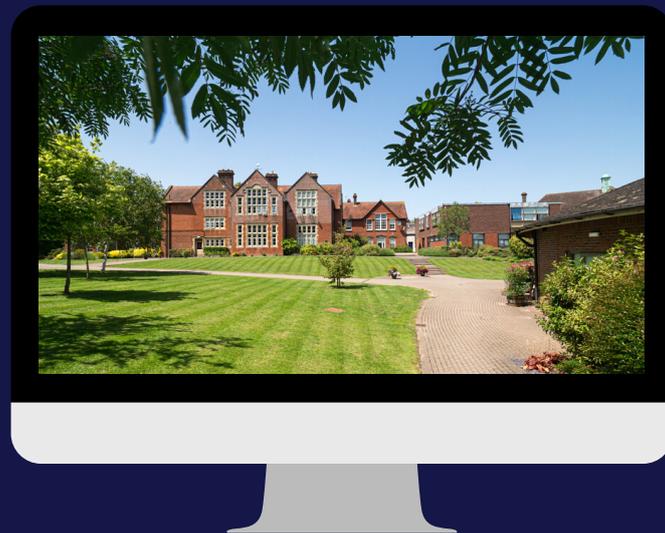
INTRODUCTION

Dr Chris Hillman
Deputy Head Academic

Welcome to the Godolphin GO Digital Learning Guide. This document aims to provide information, and answer questions relevant to the move of lessons, and wider school activities, to the online environment. We will continue to update the information, and so we may direct you back here in the future. In addition to continuing to deliver an online curriculum, we remain present to support the students pastorally through tutors, year teams, and other pillars of the Godolphin community; further details are below.

The challenges associated with the current school closure also present opportunities to learn new skills, experiment with new ways of working, and to progress existing ideas.

As part of an ongoing and much wider Digital Strategy, Godolphin is using the Microsoft Office 365 platform to co-ordinate and deliver the online curriculum. This includes the familiar office applications, but also a wide range of further resources including Teams. This facility provides the backbone of all our current provision for online learning.

All students had exposure and success in using this platform before school closed, and feedback from the first week of online learning has indicated it to be a robust platform that is suitable for the task.

Students have all the required information available to them on their Student Information Site, which should be set as your daughter's home page and which she can access via the "Student Portal" link on the School website. She has also received emails giving lots of relevant details.

OFFICE 365 SOFTWARE
Including Teams & OneNote Class Notebook

All students have made use of the Office Software and Teams in school, but some adjustment may be required out of school.

A first key step is to log in to Microsoft Office 365 and install the required software. The login details are the student school email address, and their normal school password. Office 365 is always available at the bottom of the school website, or at www.office.com. It is possible to complete all of the tasks directly online, however it is much better to make use of the dedicated apps by installing them as below.

Students can access instructions for setting up and accessing Teams here

An additional strand of Office 365 that will be increasingly used in online lessons is OneNote Class Notebook. **Follow** this link for the instructions to install this.

Students can also make considerable use of Microsoft Forms and 365 video platform, Microsoft Stream. They do not need to install the software; there will be links to this software from other resources.

There is also the option to "Install Office" on the www.office.com front page. This will install other commonly used Microsoft products, as featured below.

ONLINE LEARNING GOOD PRACTICE

Online lessons bear a lot of similarities to lessons in school, and a lot of the requirements are the same. Hard work, attention to detail, and asking questions if you are unsure of a topic is very much the Godolphin way of working whether in school or not. Independence is always valuable, but online working allows students much greater freedom to make their own choices. Online, there is no need for uniform, but appropriate clothes are important. Student need to consider their environment and workspace. It needs to be business-like and well organised, it is unlikely that a bedroom is suitable unless there is no alternative. Online working is very different and challenging in some ways, having a dedicated work space makes the transition between working and relaxing easier to manage.

TEAMS GUIDANCE

When students are completing their work within Teams – they need to follow a few key guidelines to help it work smoothly:

- Attend on time. There may be a video introduction to the lesson that it would be good to see. Students should follow their normal timetable

- Use the files attached to the set assignment. Some lesson Assignments will come with files attached. If they do, students should open that file (word, ClassNotebook, etc), and edit it to complete the work. When they "turn in" their work to the teacher, either complete the file as step 2 above, or add a file to your assignment when handing in

- There may also be files in the "Class Materials" folder of the "Files" tab

- In the Posts conversation screen, make sure you posts are added as a "Reply" to the current lesson and do not make a new conversation

- Be nice, and make the Team team-work work. This is a very collaborative way of working, it relies on good motivation, self-control and awareness of the need to focus on the task at hand in each lesson

- Google access is not required to use Teams. The instructions from above work are fine without using Google

ONLINE LEARNING GOOD PRACTICE CONT./

VIDEO LESSONS

Some lessons may include pre-recorded or live video elements. It is important that students follow the guidelines below to make them effective.

- Do not download or share the videos. They are intended for class use only; if students want to share them, they must ask the teacher and obtain permission first
- Do not record the video stream. If you are sharing your video (see below) dress appropriately – no pyjamas!
- Do not video call other students. For now, Teams is for work

SOME KEY TIPS FOR EFFECTIVE VIDEO LESSONS

- Don't share your video unless you need to, use "audio only" to improve the connection speed
- Blur background if you do use video
- Minimise other apps to avoid distraction
- Try to find a quiet space and use headphones if possible
- Right click (or long press) the Teacher video to "Pin" it, to avoid distraction
- You can still use the rest of your computer while in Teams, so you can do internet research and complete your work, while Teams is running a lesson

ACADEMIC PROVISION

FOLLOW THE NORMAL TIMETABLE

Lessons will continue to follow the normal timetable, with normal start times, but lessons will be shortened by 5 minutes to give more time to transition between lessons, and organise effective working for both staff and students.

ONLINE LESSONS

Staff are working hard to plan and deliver an online curriculum that effectively meets the needs of the students. We will also continue to deliver practical subjects such as PE as we recognise the importance of engaging with physical activity. The PE lessons will be varied, and will include the opportunity for progress to be logged, and students to see development over time. There are a wealth of transferrable skills that can be trained for without a tennis court or athletics field!

The curriculum will be varied, but will not necessarily mirror exactly what would have happened in the classroom – what works well in school will work better in other ways online. Teachers will also be adapting the order of the topics covered to best fit the online learning environment.

Lessons may take different forms but the majority of tasks within a lesson will be drawn from the range below:

- teacher led online video
- independent preparation for future lessons
- completion of independent work
- recorded video input
- collaboration with others electronically on a shared document
- teacher interaction via chat function to allow individual questions
- assessment tasks

The final approach in each lesson will be as varied and diverse as the topics, subjects and students that we teach.

ACADEMIC PROVISION CONT./

SET WORK AND PREP

Each lesson will include an assignment of some kind that needs to be "handed in" electronically at the end of the lesson. This will clearly record the progress made for the student to refer back to, and allow feedback from the teacher on work that would normally be marked. It is vital that the assignment is handed in at the end of the lesson. This makes it visible to the teacher, and acts as a register of engagement. If there are any problems in handing in work, the student should let the teacher know.

Specifically set prep will still be appropriate in some circumstances, but given the increase in the level of independent study already expected of the students, the prep will likely be incorporated into the flow of the lessons, and assessed as part of the assignments.

WORKLOAD

Some activities are much quicker online, but inevitably, transitioning to an online working environment has an impact on work rate, and the length of time that tasks take. Students should be open with their teachers in terms of how long work is taking, and if workload is unmanageable, let them know. You daughter's tutor will also be a valuable contact point if something is not working out correctly.

ASSESSMENT TASKS

We would normally hold end of year assessments just after the Summer half-term holiday. The value of assessment is still significant, and will be incorporated at some stage, but the timing and format of these will depend on when the school re-opens. The usual advice of keeping on top of revision and reviewing work lesson-by-lesson is especially important here.

EXAM YEAR GROUPS

The students who were due to sit external examinations in the summer have faced a significant level of uncertainty regarding the awarding of their grades. As this process is clarified, they can concentrate on making the most effective transition from their current studies to the next stages of their education.

Their provision for the exam year groups is split into 3 phases:

Phase 1: (up to Friday 1 May) Completion of academic courses. Irrespective of the lack of exams, the content and concepts learned in the courses, and the development of those skills in the last few weeks is important, and we want to preserve that.

Phase 2: (Monday 4 May – Friday 12 June) Transition Activities in three strands:

- Transition Courses - Students will continue with the subjects that are relevant for future study, career or interest. This will allow students to prepare for the relevant next step including A-Levels and Degree courses The content will extend and develop understanding and look ahead to future activities
- Godolphin EPQ - An opportunity for further research, and development of transferrable skills
- EGA+ activities - This suite of additional more independent activities will provide students the opportunity to develop skills and in a structured way learn from a wide range of sources, and in a wide range of styles

Without the Phase 2 activities students would finish the year without being in the solid position that they would normally be having revised hard for their final summer examinations. We strongly believe that when an employer asks "what did you do with your time in the Summer of 2020" Godolphin students will be strongly placed to describe all the advantages gained rather than time that slipped by.

Phase 3:
End of term. Although this year is inevitably going to be different, we still plan to welcome the students back into the community at the end of the year to congratulate them on their work and to support their further transitions. As the details of school opening, and the wider situation become clear, we will confirm these arrangements. Students and Parents in the relevant year groups will have further details on these plans. The bulk of work in Phase 2 is significant.

EGA+

The already established, Elizabeth Godolphin Award offers students in sixth form to develop and pursue a broad range of skills and interests beyond the curriculum. This scheme will be enhanced and extended. Activities are varied and include elements such as research skills and strategies, online language courses, music appreciation and composition, science challenges, virtual zoo visits, curated gallery visits, critical listening skills, mindfulness, and the opportunity to learn British Sign Language. The aim, as always, is to continue to give our students the very best opportunities available and to both challenge and inspire.

GO EPQ

The Extended Project Qualification (EPQ) runs regularly in School and is a rigorous qualification well recognised by universities and employers as demonstrating important research, presentation and independent study skills. The evidence suggests that students completing the EPQ qualification also benefit in terms of their own background knowledge of subjects and in their ability to development a significant piece of work. The Godolphin EPQ (GoEPQ) will, on a shorter timescale, replicate the style of the EPQ, and allow completion of a project to complement the other academic activities during school closure.

NON – EXAM YEAR GROUPS

As we continue to provide an excellent education for the students in school, they will be preparing well for their studies when we return to school. The staff have a clear understanding of the skills and concepts required for the next level of study, and this will be the focus of the online courses.
In order to succeed next year, the progress over this term is valuable.

WHAT TO DO IF THERE ARE PROBLEMS

With such a new way of working, we will all identify problems as we go along. If students find problems, they can let the teacher know, and solutions can be found. In the online environment it is even more important to be proactive about discussing challenges with staff as other means of support may be less readily available, or easy to access.

ONLINE SAFETY & ACCEPTABLE USE POLICIES

With the increased use of the online environment it is worth reminding students of the Online-Safety and Acceptable use policies that they agree to when using school systems and devices whether in school or not. These are age dependent and can be found here:

First and Second Years & Third Year & Above

In terms of wider internet access at home there are valuable resources available to help both awareness and practical ideas for safe internet use.

Remember that we are here to offer pastoral support as well as academic learning, so students should contact their tutor if you have any concerns, in particular concerns about undesirable content or unwanted contacts made online. In addition, students can also contact their Head of Year or Mrs Price, Miss Miller or Mr Dain. The following websites also provide good sources of support:

Childline - for support

UK Safer Internet Centre to report and remove harmful online content

CEOP - for advice on making a report about online abuse

NSPCC Online Safety

The Cyber Griffin website is developed in conjunction with the City of London Police. Its first section is dedicated to safe Home Working including securing routers, password management and how to install and use antivirus software.

PASTORAL SUPPORT

Jenny Price
Deputy Head Pastoral

Please refer matters to your daughter's tutor as usual. Our Pastoral Support continues regardless. Please also contact myself, the Head of Year, Housemistresses, Dr Stella Wood or Sister Gill

Sharon and Stewart Mustard continue to offer counselling sessions via Skype. Please contact them directly on enquiries@mustardtherapy.co.uk or telephone 01722 321499. You can also contact Sharon directly on 07754 303987 & Stewart on 07917 432189

Further Support: If you feel your daughter needs urgent support, do not hesitate to contact us. If you prefer to seek help for your daughter yourself, here are some good starting points

CAMHS are in the process of transitioning from their current front door telephone lines to a dedicated regional support line which is scheduled to come online next week.
Our local Salisbury CAMHS (open 9am to 5pm) can be contacted on 01722 336262

KOOTH offer face-to-face counselling in digital chat rooms (open Mon to Fri 12pm to10pm and weekends 6pm to10pm). To contact Kooth, logon to www.kooth.com

WILTSHIRE BARNARDOS (open weekdays from 9am-to 5pm) can be contacted by emailing Info.wiltsemh@barnardos.org.uk

Young Minds also have a line which parents can call on 0800 802 5544

SUGGESTED DAILY TIMETABLE

7.30
Wake up, dress appropriately for online learning & have a healthy breakfast

8.25
Online Tutor Time

8.50
Lesson 1

9.50
Break time - grab a snack and have a stretch or walk

10.20
Lesson 2

11.30
Lesson 3

12.30
Lunch break - eat a balanced lunch and have a stretch

13.45
Lesson 4

14.55
Lesson 5

16.00
Tea time - grab a snack and have a stretch or a walk

16.15
Activity Time (see Activites list below)

17.15
Homework or 'home time'
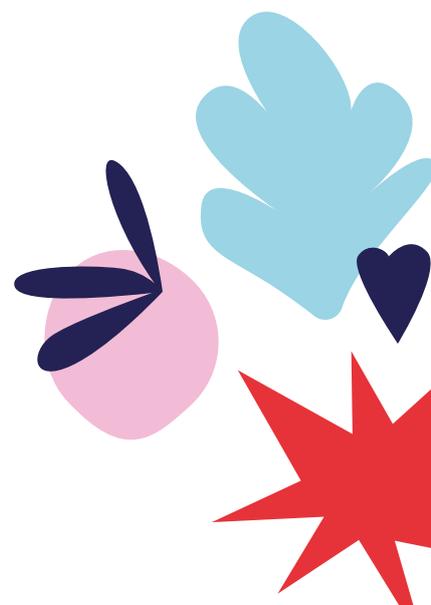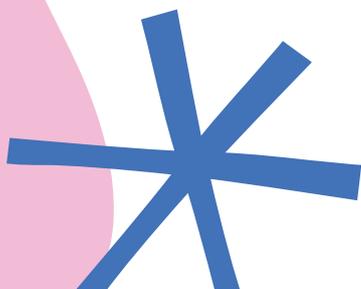
HOMEWORK

Please do any work your teachers have set you but you need to fit in with your family. Help with the cooking, tidying, cleaning etc at home. Tidy away your school belongings and remember to connect with friends and family during the evening.

PE CLASSES

Mr Morton and his team are running PE classes on Teams but he has also given your daughter a physical activity log sheet which recommends that everyone does 60 minutes of moderate to intense physical activity a day for at least 5 days per week.
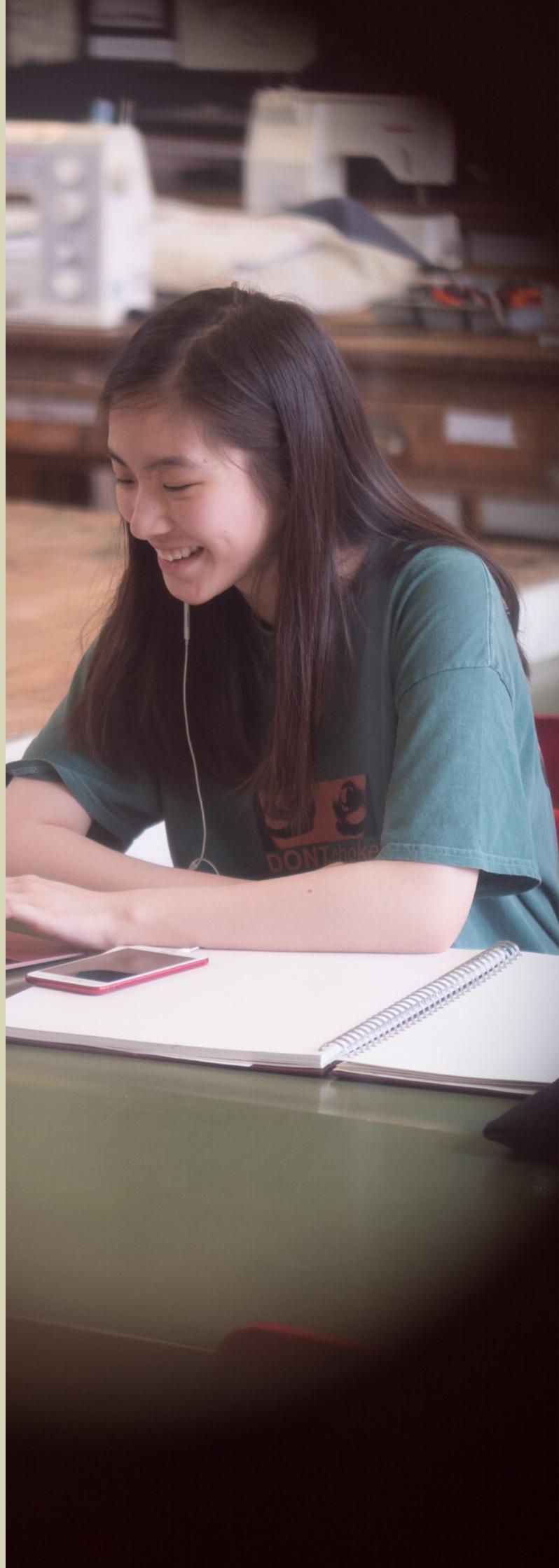
HEALTH

The School Health Centre remains closed but Sister Gill can be contacted online at daveyg@godolphin.org.

For those who are registered with the School Doctor, Dr Rachel Clapton, please do contact the Harcourt Medical Centre directly. Please note that due to the COVID-19 Pandemic and the need to use the Harcourt premises as an acute respiratory unit, the surgery has temporarily relocated to Bemerton Heath Surgery, Pembroke Road, Salisbury, Wiltshire,
SP2 9DJ.

The majority of GP consultations will be by telephone/video call. The telephone number remains the same - 01722 333214.

Repeat prescriptions should be dropped off at Bemerton Heath Surgery and Rowlands pharmacy will continue to operate out of the Harcourt branch (Monday to Friday 10.00 to 13.00 and 14.00 to 17.00). Please note that repeat prescriptions may take up to 10 working days.

WELLBEING

Your daughters will undoubtedly be spending longer using technology during this time but we hope to offer some of our regular wellbeing ideas to keep us active and connected. Please refer to the Pastoral pages on the website for more information.

ACTIVITIES

There is so much to choose from so use your time wisely. We recommend that in the 4.15 to 5.15pm activities slot, choose something different every day. These are some of our suggestions

Music – practise your instrument, listen to something new, make a happy playlist, send a playlist to a friend or family member to share and listen to at a set time. Vocal Ensemble, Mrs Hattersley's Orchestra and senior strings will be sent music to practice

Drama – practise for your speech & drama lessons or LAMDA exams, watch a play or musical, read a play, write a scene or a play, work on set design or costume ideas

Mindfulness – practise being still and being aware of your breathing. You could go for a mindful walk where you really notice the sights and sounds around you or try some Yoga

Create – drawing, painting, photography, doodling, sketching, calligraphy, sewing, knitting

Exercise – join in with a class below or go for a run, walk or cycle or just dance around your bedroom

Clean – your room, your house, tidy out the cutlery drawer or the storage cupboard, the garage, the shed, help empty the dishwasher, do the washing up, the ironing or help fold the washing
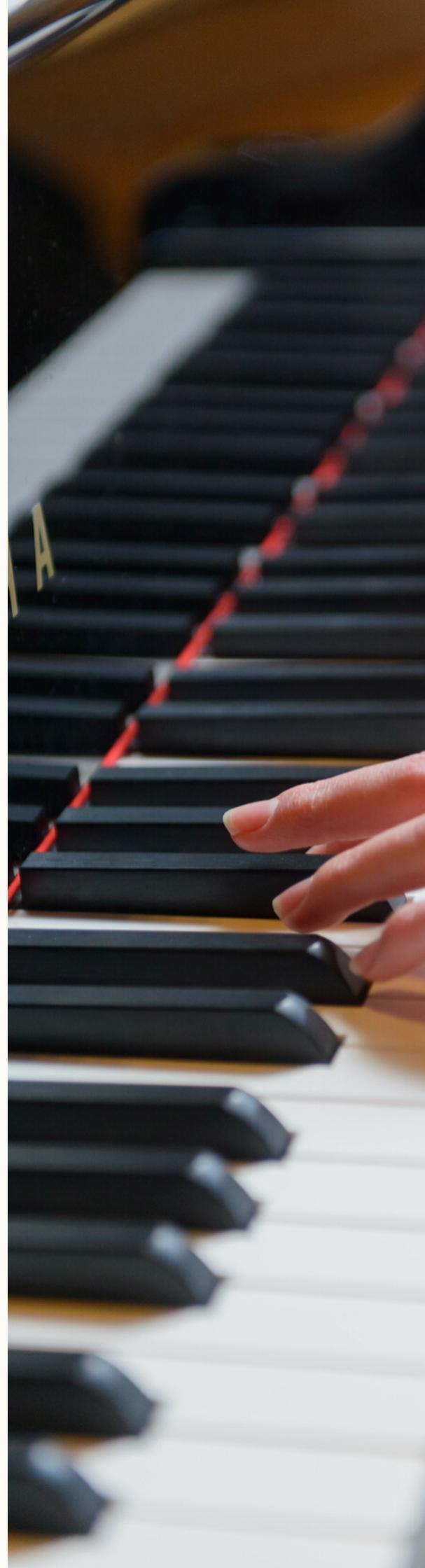
ACTIVITIES CONT./

Kindness – keep in touch with those who are alone, your grandparents and family who live far away, friends, write a letter, send a kind message, make a gift ready for someone, do something nice for someone else, make a list of things you are grateful for, make a list of things you'd like to do when we come out of lockdown, plan a surprise for your first tutor time back

Nature – help with the gardening, grow some seeds, mow the lawn, pick some flowers, notice the birdsong, the butterflies, the wildlife in your garden or on a walk, see how many different wild flowers you can see, photograph some wild flowers

Try something new – a new recipe, a new language, a new instrument, listen to new music, new books, try a new exercise class, make up a new dance, new style of dance, learn about the mechanics of a car engine, learn some new facts, pick a topic and learn about it (imagine you are preparing for Mastermind or Only Connect!), watch a YouTube tutorial on how to plait or new hairstyles

Plan - start a diary or a blog – set yourself goals for now and for post lockdown – share them with your family over supper

Cook – help prepare supper or bake a cake or something new for your family to try

Read – grab a book and have an hour where you are truly focussed on the story or read the newspaper

Stretch your mind – try a new crossword, Sudoku, wordsearch, brain teaser, quiz

WEEKLY ACTIVITIES

The following activities will take place regularly each week:

MONDAY
Orchestra (by invitation)
Zumba with Dani

TUESDAY
Combat Fitness with Adam Gerken

WEDNESDAY
Zumba with Dani
Senior Strings (by invitation)
Vocal Ensemble (Session 2 by invitation)

THURSDAY
Dance with Dani
Combat Fitness with Adam Gerken

FRIDAY
Yoga with Sister Gill

MOBILE PHONES & SLEEP HYGIENE

We recommend as term time gets underway that girls stick to the usual school mobile phone policy (unless of course this is how they access their lessons). Here is a reminder of the rules:

MOBILE PHONE RULES

First to Third Year
- No phones allowed during school day (ask your parents to look after your phone until after lessons finish)
- At night, hand in all your electronic devices when you say good night

Fourth Year to Upper Sixth
- No hear, no see (including headphones)
- No phones allowed in the dining-room (or at the table when at home perhaps)
- At night, Fourth and Fifth Years hand in all electronic devices when you say good night

SLEEP HYGIENE

Teenagers need, on average, between 8 and 10 hours sleep each night. Sleep benefits both our physical and mental health and research suggests that sleep is necessary to maintain our immune system and can help defend our bodies from illness.

The advice from our speakers at GO Parent last year was that we should all have at least an hour away from screens before bed time and we recommend that the girls leave all electronic devices outside of their bedroom. Establishing a good bedtime routine will help. Encourage your daughters to go to bed at roughly the same time each night and build up a routine in the final hour, perhaps a shower or bath/bedtime drink/reading.

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