



MEONCROSS
SCHOOL

Online Teaching and Learning Programme

Updated January 2021

Introduction

Whilst we have already distributed a great deal of information regarding the online educational provision at Meoncross School, we wanted to bring all these details together in one document, to make it easier for everyone to find relevant information and also to provide any updates in what is for everyone, a fast-moving and everchanging situation.

We know that nothing can replace 'physical' school, but we are confident that our online provision will not only help to mitigate the impact of the current lockdown on our children, but also enable them to continue to make academic progress; and help us support their emotional and social wellbeing.

As a Cognita school, we are extremely fortunate to be part of a closely interconnected family of 40 UK and 38 international schools. This means that we can rely on the financial stability of a global organisation. We are able to draw upon a wealth of educational expertise, knowledge and resources from the Cognita's central team and also from over 4,500 teacher colleagues within our schools.

In terms of learning technology, Meoncross School is in an enviable position having only very recently received a complete IT refresh from Cognita. Furthermore, our teachers have been able to draw on the experience of our colleagues in other Cognita schools in Asia and elsewhere who have been utilising online learning for several months. This has allowed Meoncross staff to quickly implement effective online teaching and learning strategies and to rapidly transition pupils to the new online learning environment.



The Academic Curriculum

The online curriculum is intended to closely mirror the physical school curriculum and our teachers continue to plan and design learning tasks and experiences to ensure that pupils achieve the desired outcomes reflected in our schemes of work. However, we know from the experience of our other schools that it is neither practical nor desirable to attempt to exactly replicate the physical school day with the online timetable. We are also mindful of our responsibility to children's social and emotional wellbeing to ensure there is a healthy balance between learning and screen time and also that children have opportunities for rest and exercise.

The online school day includes synchronous (live) learning, with full-class sessions, small group discussions and one-to-one instruction. The school timetable is replicated as fully as possible online, with slight alterations to timings to allow for breaks between sessions. We know that effective learning and teaching includes the need for individual dialogue between teacher and pupil and that feedback and tracking remains crucial to children's academic progress and wellbeing.

The feedback regarding our online provision has been overwhelmingly positive and we have received numerous messages of praise and gratitude from our parents and pupils. Nevertheless, whilst we are very confident in our teachers' ability to provide high quality online learning experiences for the pupils, we also appreciate the need to continually review and adapt the provision to ensure maximum efficacy in terms of academic progress and pupil wellbeing. Meoncross School is fully committed to listening carefully to the views of all stakeholders – pupils, parents and staff. Feedback is gathered through a variety of methods including emails from parents, discussions with pupils and ideas and suggestions from teachers. Cognita also works in close cooperation with all the schools to collect feedback via quick 'pulse' surveys which provide useful ongoing information of how best to adapt online provision to ensure maximum benefit for our pupils.

Early Years and Lower School

Technology platforms and how they will be used:

Year R - Tapestry and Microsoft Teams

Year 1 to Year 6, Microsoft Teams, the VLE, Century Tech, Mathletics and Times Tables Rockstars.

Tapestry

Early Years (Nursery and Year R) will continue to use Tapestry for online learning tasks and a multi-way communication tool between staff and parents. Please continue to upload children's progress with tasks and anything else you would like to share with teaching staff about what they have been up to.

Microsoft Teams

This platform will be used for the synchronous element of teaching and learning. All sessions will be recorded and will be available to be accessed later if the time of these is not suitable for you owing to your own working pattern or technological limitations at home. We understand that life and your own jobs are pressured and busy. Please do not feel that accessing all live sessions is essential. The content will still be available and the teachers also happy to discuss any issues or queries that arise from having done the work off-line.

VLE - Firefly

The Virtual Learning Environment (VLE) is the school intranet where reports, notices, homework, revision and academic resources are published and accessible by pupils and parents.



Upper School

Technology platforms and how they will be used for **Years 7-11**:

Microsoft Teams and the VLE will be used for all subject areas, with the addition of subject specific platforms and websites to compliment our online teaching resources.

Microsoft Teams

This platform will be used for the synchronous element of teaching and learning. As you will see from your child's timetable, the majority of lessons will be delivered in this way, but their teachers will supplement this with additional subject specific platforms and websites. Whilst the expectation, is that all children will be present during online lessons, we understand that life and your own jobs are pressured and busy. If your children are unable to access any live teaching, the content will still be available after the lessons and the teachers will be happy to discuss any issues or queries that arise from any work completed at a later date.

VLE - Firefly

The Virtual Learning Environment (VLE) is the school intranet where reports, notices, homework, revision and academic resources are published and accessible by pupils and parents.

Access to platforms

Our hope is that the technology that we have selected to use is both reliable and simple in terms of accessibility. However, as with all technology, things can go wrong. For this reason if you encounter any technical issues please contact OnlineLearningSupport@Cognitaschools.co.uk



Physical Education

Core PE lessons are set on a weekly basis (on the VLE), with pupils from Years 1-8 engaging in different activities. Some of these are sport specific, whilst there is also a focus on theory topics; exploring joints in the body, bones and muscles. These have been tailored to meet the demands of pupils from the youngest, aged 5 to the eldest, aged 13.

The GCSE groups from Years 9-11 use the excellent resource, TheEverLearner, in addition to Teams meetings every week. The pupils are already making excellent progress and are thoroughly engaged with this new approach.

In addition to lessons, we are also running a school wide distance challenge. Pupils and staff complete distances for walking, cycling and jogging on a weekly basis, with winners awarded for year groups and individuals.

Enrichment (Practical)

Every Wednesday afternoon is dedicated to Passport-Enrichment time where we can work to develop new skills, develop confidence and explore the world around us. Different projects unfold each Term, some artistic, some raising money and others reaching out to the community in which we live. Passport time is an essential part of the timetable as it enriches and supports personal development and academic studies.



Pastoral and Wellbeing

Pastoral Support

Continues in the form of morning registration with Form Tutors who know the children well, with additional sessions arranged on an individual basis. In Lower School, Mr Cripps and Mr Clarke hold fortnightly *Juice and Catch Up* sessions with the pupils. These allow the pupils to interact in a more informal setting.

Reward system

Our usual system of 'House Points' continues to be used during this period of Online Learning, which is of course linked to our seven core school values. Pupils house point totals will to be displayed on the VLE as normal.

House system

All house points will still contribute to the House Cup.

Pastoral concerns or queries

It is important that pupils and parents know that we are here to support them during our Online Teaching and Learning Programme. If you have any pastoral or wellbeing concerns, please contact your child's Form Tutor in the first instance. They might choose to escalate this to the appropriate Pastoral Lead Staff member: Mr Clarke (KS1 & 2), Mr Russell (KS3), Mr Dear (KS4) or to Mrs Watts. All concerns will be dealt with as swiftly and comprehensively as they would normally be in school.



Contact Us

Please be assured that staff are contactable each day during term time, and are available to support pupils through their Online Teaching and Learning Programme. If you e-mail a member of staff, they will endeavour to get back to you as soon as they can, but always within two school days. To allow staff to maintain healthy boundaries between work and home life, we are not expecting them to respond to emails outside of the working day.

- Please direct general queries to your child's Form Tutor.
- With issues relating to specific pieces of work, please contact the relevant subject teacher in the first instance.
- For queries with the Lower School Online Learning Programme, please contact Mr Paul Clarke, Lower School Deputy Head: paul.clarke@meoncross.co.uk
- For queries with the Upper School Online Learning Programme, please contact Mr Martin Barratt, Acting Deputy Head, Academic: martin.barratt@meoncross.co.uk
- For queries regarding Pupil Welfare, please contact Mrs Bev Watts, Senior Deputy Head: bev.watts@meoncross.co.uk
- For any queries regarding Finance, please direct these to Mrs Angie Issac, Business Manager: angie.isaac@meoncross.co.uk
- For any queries regarding Admissions, please contact Mrs Holly Dawson, Admissions Manager: admissions@meoncross.co.uk
- The Headmaster can be contacted if your concern is of a whole school nature and can be contacted at: headspa@meoncross.co.uk
- Please feel free to contact any other member of staff as you would normally do for all other school matters.

Expectations

As we continue with our learning, we really need to make sure we do everything we can to keep relationships safe and healthy when online. A great way to think about this is with the idea of Netiquette. Here is our list of expectations for students when online learning:

BE PATIENT

When online, it's harder when to know what others are thinking and how they are feeling, so remember to assume your peers (and teachers) have positive intentions and give them the benefit of the doubt.

BE SUPPORTIVE

Many of us are understandably anxious, or a bit worried at the moment. Reach out to your friends. Reach out to those students who aren't your friends and say hi!

BE RESPECTFUL

Apply the same standards you have in real life to your online community. Treat people how you want to be treated.

BE COLLABORATIVE

Online learning is not easy for everyone; share your knowledge, share your skills. The more you connect, the more you will learn, and the more you will cope with the current isolation.

BE SAFE

This is a long list but important. Only go to websites you trust. Only speak to people you know. Only say words you are happy to be out there. Only post images that are appropriate. Remember that everything you do online lasts forever.

BE APPROPRIATELY DRESSED

This seems obvious, but maybe not when you are comfortable in your home. Always be appropriately dressed for online meetings and classes with friends and teachers, even if the camera is off, because accidents can happen.

Safeguarding

We recognise that our pupils may have increased access to the internet, as they spend more time at home and accessing our Online Teaching and Learning Programme. We therefore recommend the following guidelines:

- Where possible, please ensure that you have the appropriate settings in place on the devices that your children will be using.
- We will be treating the online environment as part of the school day. Children should be aware of their use of language and ensure that they behave appropriately whilst online.
- Please be vigilant about the sites that your children are visiting. You may need to check their work as well as having a good understanding of the tasks that they are undertaking.
- We ask that parents supervise online sessions in an appropriate manner.
- At the beginning of the session, the teacher will set out some ground rules for how each session will run.
- If your child is unwell or unavailable at the time of their assigned session, please let us know, as attendance registers are being maintained as usual.
- Ensure that they have adequate breaks from devices. Children will be set a wide variety of tasks by staff to encourage the use of mediums other than electronic devices.
- Our school safeguarding policy remains in place, and if you have any concerns of a safeguarding nature then please contact the school's Designated Safeguarding Lead, Mrs Watts: bev.watts@meoncross.co.uk

Resources for parents

A range of resources, tips and advice to help families during school closures is available and will be continually updated on the Cognita website. www.cognita.com



Video: wellbeing tips
for parents during
school closure



Family wellbeing
during school closures



Video: practical tips
for parents during
school closure



Talking to your child
about coronavirus



Video tips on
wellbeing when
staying indoors



Advice for teenagers
during school closure

Glossary of terms

Synchronous online teaching with whole class:

This is when a teacher connects online, in real time, with a class group. This could be for form time or a specific class. Teachers may arrange this for certain parts of a lesson in order to minimise elongated periods of time on the screen.

Synchronous online teaching with a group:

This is when a teacher connects online with a smaller group of pupils. This could be for a specific aspect of academic work, e.g. an English teacher working with 4-5 pupils. It could also be for a wellbeing check in when a member of staff checks in with a group to discuss how things are going in this new way of working.

Synchronous one-to-one:

There may be instances when 1:1 input is required. This could be, for example, for peripatetic music lessons etc. Individual teachers may also wish to connect with pupils on a 1:1 basis, however to keep within safeguarding guidance, these instances will be rare and parents always informed in advance.

Asynchronous teaching:

This is when a teacher pre-prepares teaching input, often by a short video or audio file and uploads this for pupils to access in their own time. This is an effective way of delivering short pieces of teaching content to support learning but to avoid prolonged screen time.

Asynchronous learning tasks:

This is when a teacher sets tasks and activities for pupils to access and complete. These usually follow some teaching input. These tasks may reinforce previous learning, apply new learning or address misconceptions.

