



Alternative learning  
plans for the  
school closure,  
Summer 2020



# Lucton

# Alternative Learning Plan

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# Keeping safe will not stop the learning process

Most schools across the land have been closed, but Lucton's doors have been open all through the Easter period during the coronavirus, whilst we have been looking after a number of international boarders as well as key worker children, from the Nursery right up to the Senior School.

When the new term starts, we remain open for key worker children and a whole new set of arrangements have been put in place to ensure that Lucton's pupils continue to receive support in their studies and the benefit of still being part of the Lucton community, even though this may be largely online.

We have a variety of learning approaches from physical hard copies and emails being sent home and a wide selection of online learning materials, mostly using the school's parent portal and Microsoft Teams.

This unprecedented disruption to our normal routines will not dampen the Lucton spirit and we all look forward to being able to meet together and sing Carmen Luctoniense once again in the same rousing manner with which we ended the spring term. Please join us for the Chaplain's assembly every Monday morning.

Floreat Luctona!  
Gill Thorne, Headmistress





# Pastoral and Spiritual support

Pastoral and spiritual support will be maintained throughout the period of remote learning with a weekly, online, Monday message from the Chaplain, and morning briefings in different parts of the school including 'Open The Book' for the Prep School. If anyone feels the need for spiritual or pastoral direction during this time please do contact the school, and they will put the Chaplain in contact with you.

Mrs Goode will be maintaining wellbeing bulletins and remain available for callback through the School Office, whilst the Listening Service email will also be monitored throughout the day. You will be able to channel any concerns either to Mrs Niblett as Pastoral Deputy Head, Mrs Goode in her role as Designated Safeguarding Lead, or you may choose to contact the Head of your part of the School: Mrs Powell for the Nursery, Mr Bicker-Caarten for the Prep School, Mrs Niblett for the Middle School, Mrs Goode for the Senior School and Mr Goode for the Sixth Form.

Throughout this guide, there are a number of resources which have been identified as potentially being helpful at this difficult time, also please use these contacts as required.

[listening@luctonschool.org](mailto:listening@luctonschool.org)  
[safeguarding@luctonschool.org](mailto:safeguarding@luctonschool.org)  
[enquiries@luctonschool.org](mailto:enquiries@luctonschool.org) (Chaplain)

*Revd. Kelvin Price, Lucton's Chaplain of many years is also Rector of St Laurence's Church in Ludlow and his younger children are currently studying at Lucton School.*



*A Prayer from the Chaplain in these difficult times.*

*‘Lord Jesus Christ,  
you taught us to love our  
neighbour,  
and to care for those in  
need  
as if we were caring for  
you.  
In this time of anxiety,  
give us strength  
to comfort the fearful, to  
tend the sick,  
and to assure the isolated  
of our love, and your love,  
for your name's sake.  
Amen.’*

# Communication will be key

The teaching and learning offering will look different in the various parts of the school. Alternative methods of teaching will be used in age-appropriate ways and the Heads of Nursery, Prep, Middle, Senior and Sixth Form will be constantly overseeing the process and in contact with pupils and parents. They also look forward to hearing from you regarding any issues, changes of approach or allowances you require, due to limitations of equipment or poor broadband services.

The normal methods of communication with the school remain the same in terms of:

- Contacting the school's main telephone number, 01568 782000
- Messaging via the Parent Portal
- Contacting the teaching staff via Microsoft Teams messaging
- Emailing to [enquiries@luctonschool.org](mailto:enquiries@luctonschool.org)

Many teaching staff will be following government guidelines of working from home whilst they are able to do so and if you need to speak to anyone in particular, please contact the school if you do not have a direct email address and someone will get back to you.

The school's main office is manned from 8.30am to 5.30pm every weekday and a member of staff will be happy to answer queries or pass on any messages.





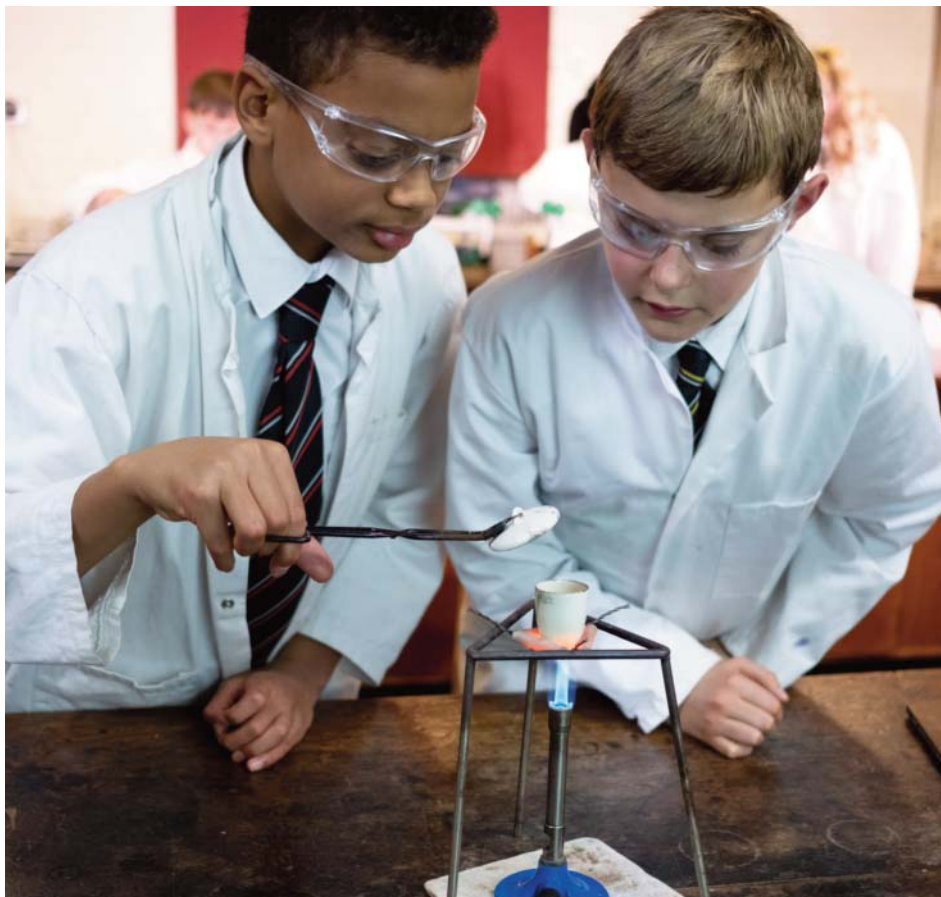
# An introduction to the plan

This booklet is aimed at helping you understand how the school will support your child's learning during lockdown.

In response to enforced School Closures, due to the COVID 19 lockdown, Lucton School is committed to providing all its students with their entitlement to learning, but this may look very different to the traditional weekly timetable.

Given the pace of the implementation and subsequent Easter holiday, it is recognised that both teachers and pupils will have to adjust to significant change. As a result, we recognise that the transition to the new model may take some time and in the short term may have changes and refinements as we adjust to this new way of working.

Lucton School recognises students will be living and working in very different environments. Whereas some pupils may have good access to technology and an internet connection, in other households such resources may be shared among children, or possibly with adults who are using these for their own work commitments. In some households there may be no access at all. This challenge will also be met by ensuring that some learning activities can be done without online access. At Lucton School we know that every pupil is different, including pupils with SEND who will benefit from different approaches. Evidence from schools show that it is also effective to focus on repetition and consolidation of knowledge, with regular revisiting and embedding of learning already delivered; the key being to



allow students to grow confidence and a sense of sustained achievement (remembering this may be a marathon not a sprint).

Face-to-face online sessions might work in some situations but they are not the only solution to maintaining effective learning during the school closure. Please do not expect this to happen everyday, but there will be some and you must ensure your child checks their school email regularly. In collaboration with staff, students and parents, Lucton School has chosen to deliver the curriculum using a number of varied strategies, not relying on any one strategy to deliver content.

Communication is essential and we pride ourselves on our family ethos. The main strategies to ensure every student continues to learn and progress will be to:

- Communicate with parents via the parent portal and email
- Communicate with students through email, (their school email which they have all been told how to access directly)
- Utilising the school system via remote access
- Using remote learning systems such as Microsoft Teams (including some online learning)
- Using already embedded learning programmes such as Kerboodle

It is important to offer considerable flexibility as many parents and students find themselves in different learning environments with different access to IT platforms.

In this period of substantial change and uncertainty it is important to provide stability and familiar processes.

We will provide suggested structures and timelines for the day as these are often helpful for children and families but we don't expect these to be implemented or stuck to rigidly as each household has many different constraints that only they can be aware of and manage.

Initially we recognise that we are all trying to adjust to a new way of living and working. Our primary concern at this stage is rightly the welfare and safety of pupils and teachers. We have now gathered resources and spoken to staff. You will appreciate that there is no one solution to this situation. Every school will have its own strategies. All of our staff are working hard to deliver the best learning we can. We must not expect the learning process or the curriculum itself to be the same as would have happened in school.

Of course, the situation remains fluid, but we hope to settle into a more regular rhythm once we are underway. We will get feedback from pupils and parents about the learning pupils have been doing, what has worked and what has not.



# A message from Mr Goode for the Sixth Form

This booklet is aimed at helping you understand how the school will support you during the school closure enforced by lockdown. We all understand that it has been a very difficult time for Sixth Form students, especially Year 13s who have been preparing themselves for the summer public examinations which have now been cancelled. Year 12 students will also be keenly aware that their learning has suffered a significant interruption and will need reassurance that continuity can be maintained and that their preparations for next year's examinations should not be adversely affected.

For both Year 12 and Year 13 students, we want to provide the best learning we can to help them reach the best grades of which they are capable and to maintain continuity in their learning.

## Year 13 students

OFQUAL has made it clear that there is no requirement for Year 13 students to complete their courses. Nevertheless, students and parents should have already received an email regarding the situation concerning Non-Examined Assessment (NEA) set after the general school closure on 20th March, and how this might affect the Centre Assessed Grade (CAG) which will be submitted by departments to exam boards to assist them in the production of the final grade that will be awarded in August.

NEA comprises internal tests, assignments and assessments designed to contribute to a student's learning in preparation for a public





examination. Many Year 13 students will have been set NEA tasks. The important things to note are that there is no requirement for students to do any NEA set after 20th March and they will not be disadvantaged by not doing so; however, students may choose to complete NEA tasks if they feel that it is to their advantage to do so. Clearly, where staff have set NEAs after 20th March, it is in the firm belief that students will have an opportunity to benefit. Moreover, the completion of Level Three courses, so far as it is possible to do so, is particularly valuable for students who are planning to continue their studies within higher education.

Whatever plans students have for their future, moreover, it is a simple fact that they have been cheated of an opportunity to bring their school careers to a normal end. There is ample evidence to indicate that “closure” is an important part of coping with stressful situations and in allowing individuals to move on. Therefore, many staff feel it is a good idea for students to bring their A-levels studies to a more formal conclusion, rather than ending when the school closed in March.

Speaking of higher education, the usual UCAS process has been obviously disrupted by the current situation. The best advice is to go to <https://www.ucas.com/coronavirus-updates-hub> and to check UCAS track daily to look for communications from either UCAS or chosen universities. Students need to take note of and act on any advice they are given through UCAS, and they should be especially aware of changes to deadlines. If students are in any doubt, they should contact the school and the Higher Education Adviser will assist.

## **Year 12 Students**

We will do all we can to provide Year 12 students with a programme of study and subject specialist support until we return to school. The leading educational bodies are clear that all delivery methods are equally valid as long as they allow meaningful work to be set, communication to be maintained and progress to be assessed and monitored. We have planned to deliver the curriculum in a variety of ways to meet the needs of as many students and subjects as we can. Face-to-face online sessions might work in some situations, but they are not the only solution to maintaining effective learning during school closure. Initially at least, the main channel of communication will be via the school email system. Students should already know how to log in to their school email to access the learning. Many staff are developing other delivery methods, including Microsoft Teams. Again, students will know how to access Teams via the school system. Students will be advised in advance when online sessions are scheduled.

The work set will vary. Some of it will be designed to consolidate existing learning, and some of it will challenge students to equip themselves with new skills, concepts and factual material with teacher support and guidance. Our assumption is that school will re-start by September at the latest, and that students should be in a position to re-engage seamlessly with their learning at the start of Year 13. Naturally, should it prove necessary, we will create a Year 13 timetable that is flexible enough to address any areas of the curriculum covered this term that do need reinforcement. Please note, however, that staff routinely plan fully to revise Year 12 work in Year 13 in order to



prepare their students effectively for terminal papers at the end of the A-level course.

Part of the purpose of A-level study is to move the student from teacher-directed learning to independent learning in preparation for higher education or indeed the workplace. Both employers and higher education institutions greatly value people who can work independently, overcome problems using initiative and manage their own workload. Indeed, in references for employment and for UCAS, these aspects of a student's ability need to be commented on in detail. Therefore, irrespective of the current situation, Sixth Form students would be increasingly expected to take responsibility for managing their own work effectively. After two full terms in the Lucton Sixth Form, I am delighted to say that many students will already be proficient in these areas. Going forward, this period of learning will definitely provide all students with an opportunity to develop more fully their independent learning skills (or further hone the skills they already have). This will greatly benefit them in Year 13 and beyond.

Should the normal timeline be followed, students will register for UCAS towards the end of this term. Anyone even thinking of going into higher education should register, even if they subsequently decide that their future lies elsewhere. Normally, students will be guided through this process in a PHSE lesson in school; however, registration can be carried out on a home computer, and if necessary full details on how to do this will be sent out in due course.

Year 12 students have been given a great deal of information on preparing for their future in their PHSE lessons. In particular, they know where to access further information and guidance on university study, not least via <https://www.ucas.com/>. The school's Higher Education Adviser can be contacted at any time, however, should individual students wish some personalised advice or guidance.

In addition to study, it is important for students' well-being to get plenty of exercise and to carry out as varied a diet of other activities as possible under the circumstances. Extra-curricular activities, such as music, LAMDA and CCF will continue as best they can and information on these is to be found elsewhere in this booklet.

In this period of substantial change and uncertainty it is important to provide stability and support. We pride ourselves on individual support and there will always be a subject specialist, a pastoral lead, a Higher Education Adviser and a member of the listening service available during the school day. If any student feels they need to speak with someone, they should not hesitate to get in touch.

I hope you find this information useful, but please do not hesitate to contact the school if you wish to discuss any matter relating to the Sixth Form.



# Teaching and Learning Strategy for Year 11 from Mrs Goode

We all understand, it has been a very difficult time for Year 11 students, with the cancellation of the GCSE and Vocational Exams in summer 2020. We want them to continue to consolidate and make progress and we are committed to providing them with the best use of the summer term as we can.

You should have already received an email regarding the situation concerning the Non-Examined Assessment (NEA) – that is internal tests, assignments and assessments designed to contribute to a student's learning in preparation for a public examination – set after the general school closure on 20th March, and how this might affect the Centre Assessed Grade (CAG) which will be submitted by departments to exam boards to assist them in the production of the final grade that will be awarded in August.

There will be some work set in some subjects. The important things to note are that there is no requirement for students to do any NEA set after 20th March and they will not be disadvantaged by not doing so; however, students may choose to complete NEA tasks if they feel that it is to their advantage to do so. Clearly, where staff have set NEAs after 20th March, it is in the belief that students will have an opportunity to benefit.

In addition, it is good for students to complete the work set so that the courses are complete; this would be very important if they plan to pursue the subject after Year 11. We will be offering a number of





opportunities to start post 16 study if the students wish to study that subject post 16.

Keeping learning and study skills honed will also be important when they resume their courses in September. We are able to provide some tasks to help students prepare for the gap, that is quite demanding, to Sixth Form studies.

Whereas some pupils may have good access to technology and an internet connection, in other households such resources may be shared among children, or possibly with adults who are using these for their own work commitments. In some households there may be no access at all. At Lucton School we know that every pupil is different, and some have additional needs, such as SEND. In response to best practice we feel students should have the opportunity to complete tasks involving revisiting and embedding learning.

We have planned to deliver the curriculum in a variety of ways to meet the needs of as many students and subjects as we can. Face-to-face online sessions might work in some situations but they are not the only solution to maintaining effective learning during school closure. Please do not expect online lessons to happen everyday, especially at the start of the term. Students should already know how to log in to both their school email and microsoft teams in order to access the learning. Students and parents will be advised when online sessions are booked for. We have suggested a timetable, but it is flexible and can fit round your family's needs.

In this period of substantial change and uncertainty it is important to provide stability and support. We pride ourselves on individual support and there will always be a subject specialist and pastoral lead available during the school day.

We recognise that we are all trying to adjust to a new way of working. You will appreciate that there is no one solution to this situation. Every school will have its own strategies. All of our staff are working hard to deliver the best learning we can. Of course, the situation remains fluid but we hope to settle into a more regular rhythm once term is underway.

We will naturally be evaluating how the proposed delivery plan is going and get feedback. We will develop the programme to improve it further as we get into the term.

I hope you find this information useful but please do contact the school if you wish to discuss any aspect of the learning programme.



# Year 11 timetable

OPTION BLOCK A	OPTION BLOCK B	OPTION BLOCK C
Art History ICT PE	CDT Drama EAL Geography History Spanish	Art Economics French



## MONDAY

Time	Activity
9.00	Chaplain's Assembly
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science - Chemistry
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Option A
3.00 – 3.50	Tutorial
3.50 – 4.00	BREAK
4.00 – 5.00	Option B

## TUESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science - Physics
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Option C
3.00 – 3.50	Form
3.50 – 4.00	BREAK
4.00 – 5.00	Option A

## WEDNESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science – Biology
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Option B
3.00 – 3.50	PSHE
3.50 – 4.00	BREAK
4 – 5PM	Physical Activity



## THURSDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Science Investigation
10.30 – 11.00	BREAK
11.00 – 12.00	Mathematics
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Option C
2.00 – 3.00	Option A
3.00 – 3.50	English
3.50 – 4.00	BREAK
4 – 5PM	RS Activity

## FRIDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	English
10.30 – 11.00	BREAK
11.00 – 12.00	Option B
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Science
2.00 – 3.00	Mathematics
3.00 – 3.50	Personal project CCF
3.50 – 4.00	BREAK
4.00 – 5.00	Option C



# Teaching and Learning Strategy for Year 10

As your child is in Year 10 which is the foundation year for their GCSE courses. We want them to continue to consolidate and make progress and we are committed to providing them with the best use of the summer term. This may, however, look very different to the traditional weekly timetable.

Lucton School recognises students will be living and working in very different environments. Whereas some pupils may have good access to technology and an internet connection, in other households such resources may be shared among children, or possibly with adults who are using these for their own work commitments. In some households there may be no access at all. This challenge will also be met by ensuring that some learning activities that can be done without online access. At Lucton School we know that every pupil is different, including pupils with SEND who will benefit from different approaches. Evidence from schools shows that is also effective to focus on repetition and consolidation of knowledge, with regular revisiting and embedding learning already delivered. The key being to allow students to grow confidence and a sense of sustained achievement (remembering this may be a marathon not a sprint).

We expect to deliver the curriculum in a variety of ways to meet the needs of as many students and subjects as we can. Face-to-face online sessions might work in some situations but they are not the only solution to maintaining effective learning during school closure. Please do not expect online lessons to happen everyday, especially at the start. Students must know how to log in to both their school email and microsoft teams in order to access the learning. Students and parents will be advised when online sessions are booked for. We have suggested a timetable but it is flexible and can fit round your families needs. Communication is essential and we pride ourselves on our family ethos.

In this period of substantial change and uncertainty it is important to provide stability and familiar processes. We pride ourselves on individual support and there will always be a subject specialist and pastoral lead available during the school day.

Initially we recognise that we are all trying to adjust to a new way of working. You will appreciate that here is no one solution to this situation. Every school will have its own strategies. All of our staff are working hard to deliver the best learning we can. Of course, the situation remains fluid and, but we hope to settle into a more settled rhythm once we are underway.

We will naturally be evaluating how the proposed delivery plan is going and get feedback. We will develop the programme to improve it further as we get into the term.



# Year 10 timetable

OPTION BLOCK A	OPTION BLOCK B	OPTION BLOCK C
Art Geography ICT	Art CDT History PE	Economics French PE Spanish



## MONDAY

Time	Activity
9.00	Chaplain's Assembly
9.30 – 10.30	Option A
10.30 – 11.00	BREAK
11.00 – 12.00	English
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Option B
2.00 – 3.00	Mathematics
3.00 – 3.50	RS
3.50 – 4.00	BREAK
4.00 – 5.00	Science – Physics

## TUESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Option C
10.30 – 11.00	BREAK
11.00 – 12.00	English
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Option A
2.00 – 3.00	Mathematics
3.00 – 3.50	Form
3.50 – 4.00	BREAK
4.00 – 5.00	Science – Biology

## WEDNESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	RS
10.30 – 11.00	BREAK
11.00 – 12.00	Option B
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Science – Investigations
2.00 – 3.00	Mathematics
3.00 – 3.50	English
3.50 – 4.00	BREAK
4 – 5PM	Physical Activity



## THURSDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Tutorial PHSE
10.30 – 11.00	BREAK
11.00 – 12.00	Mathematics
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Option C
2.00 – 3.00	Science
3.00 – 3.50	Tutorial
3.50 – 4.00	BREAK
4 – 5PM	English

## FRIDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Tutorial
10.30 – 11.00	BREAK
11.00 – 12.00	Science – Biology
12.00 – 1.00	Lunch/activity
1.00 – 2.00	Science
2.00 – 3.00	Mathematics
3.00 – 3.50	English
3.50 – 4.00	BREAK
4.00 – 5.00	Study Skills/DoE challenges



# Teaching and Learning Strategy for Year 9

In this period of substantial change and uncertainty it is important to provide stability and familiar processes. Year 9 is a very important year and we will provide suggested structures and timelines for the day might as these are often helpful for children and families but we don't expect these to be implemented or stuck to rigidly as each household has many different constraints that only they can be aware of and manage.



## Year 9 timetable

### MONDAY

Time	Activity
9.00	Chaplain's Assembly
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science - Biology
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	ICT activity
3.00 – 3.50	History
3.50 – 4.00	BREAK
4.00 – 5.00	Year tutorial

### TUESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science - Chemistry
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Languages activity
3.00 – 3.50	RS work
3.50 – 4.00	BREAK
4.00 – 5.00	Year tutorial

## WEDNESDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science – Physics
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Art
3.00 – 3.50	Geography
3.50 – 4.00	BREAK
4.00 – 5.00	Tutorial



## THURSDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Sci. – Investigation
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	ICT
3.00 – 3.50	History
3.50 – 4.00	BREAK
4 – 5PM	Year tutorial

## FRIDAY

Time	Activity
9.00	Morning Briefing
9.30 – 10.30	Mathematics
10.30 – 11.00	BREAK
11.00 – 12.00	Science Biol./Invest.
12.00 – 1.00	Lunch/activity
1.00 – 2.00	English
2.00 – 3.00	Art
3.00 – 3.50	Personal project
3.50 – 4.00	BREAK
4.00 – 5.00	Personal project

# Middle School message from Mrs Niblett

These certainly are unprecedented times but we are flexible and we will tackle new challenges, head-on. We are determined to teach and I know that the children will learn and make progress.

Our pupils are resilient and intuitively capable of embracing and using digital technologies, while the teachers are doing their best to keep up with them!

The educational provision will go ahead, albeit in a very different format. Lessons will mostly be presented in one of three ways:

1. Teachers will email and attach work.
2. Teachers will email instruction and the work will be on the 'Students Shared Area'.
3. Teachers will provide work and online teaching through Microsoft Teams.

Importantly, parents will always be emailed with the information regardless of the format of the lessons.

In order to help structure each week for the children and parents, and to accommodate an element of video-conference type lessons, I have devised alternative timetables for the Middle School.

Please join us for the Chaplain's assembly every Monday morning.





<b>YEAR 6</b>	Mon	Tue	Wed	Thu	Fri
English	60 min	60 min		60 min	
Maths	60 min		60 min		60 min
Science				60 mins	
Geography			45 min		
History		45 min			
French			35 min		
Art					45 min
CDT		45 min			

<b>YEAR 7</b>	Mon	Tue	Wed	Thu	Fri
English	45 min	45 min		45 min	
Maths	45 min		45 min		45 min
Biology		45 mins			
Chemistry	45 min				
Physics			45 min		
Geography					45 min
History				45 min	
MFL		35 min			
RS			35 min		
Art					45 min

<b>YEAR 8</b>	Mon	Tue	Wed	Thu	Fri
English	45 min		45 min		45 min
Maths		45 min		45 min	45 min
Biology	45 mins				
Chemistry			45 min		
Physics				45 min	
Geography		45 min			
History				45 min	
MFL			35 min		
Art					45 min

We would expect the children to follow their timetables as closely as possible; however, the timings are flexible to fit in with parents' commitments but ideally lessons should be completed during the morning and/or early afternoon (perhaps after a 9am fitness session with Joe Wicks on BBC1), with appropriate breaks built in. This will leave the rest of the day for the many other learning opportunities which children encounter in their day-to-day lives, e.g. baking, outdoor activities, computer games and, importantly, play and of course, daily reading, times tables and instrument practice.

Please let us know if you or your children need any support, particularly with regard to accessing the work online.



# Tips for studying at home

Studying at home has its perks: it's a comfortable, low-pressure environment. There are, however, a few reasons it can be difficult to study at home; with so many distractions, it's easy to procrastinate—when you do start, it's easy to get off track.

At home, procrastination and distraction can prevent you from accomplishing what you need to get done. Watching TV, taking a nap, scrolling through social media, or other activities (maybe even cleaning your room!), are big productivity killers that take you away from your goal of studying.

Even with online lessons it is easy to lose concentration.

**Here are 8 ways to help you stay focused and get more done when studying at home.**

## 1. Try Active Studying

Active studying is as simple as asking questions before, during, and after study time. Not only does this help to give your study session direction, but it also helps keep you on track and reflect on how to improve for your next study session!

Questions to ask yourself before you study:

- What am I about to learn?
- What do I already know about this subject?

Questions to ask yourself while you study:

- How does this information fit into a bigger picture?
- Do I understand what I have just read?
- Can I paraphrase it?
- Are there any key words or ideas that I need to write down? Why are these words and ideas important?



Questions to ask yourself after you study:

- What can I take away from this study session?
- What do I need to review or learn next time?

## 2. Get A Good Night's Sleep

Students of all ages should get at least eight hours of sleep every night. It's the best way to ensure that the brain is refreshed and ready to process all of the information learned during the day.

## 3. Study At The Right Time

Every student has his or her own daily highs and lows. Some people are night owls while some people prefer the morning. Take advantage of the time of the day you feel most productive, and don't try to force yourself to study when your brainpower isn't at its peak. Try to study when you are most alert, so you are able to process and retain the information that you are studying.

## 4. Have A Designated Study Area

Whether it's the kitchen table or the desk in your bedroom, create an area to study that is a designated study zone. Try to reserve your bed for sleeping and avoid studying in it (it can be all too easy to take a nap!). Most importantly, keep your study space clean and organised so you can put more time into studying (and less trying to find a pen that works). Remember if you are using online learning you must have this in a communal area and not a bedroom. You and all your household must be properly dressed and behave as if you were in a lesson.

## 5. Eat Properly

Don't forget to eat! Your body (and your brain) needs fuel to help stay in top form. Plus, it's difficult to focus when your stomach is growling. Have healthy snacks while you study, but make sure they're prepared in advance, so you don't spend too much time away from your work. More time away means more opportunity to be distracted!

## 6. Get Chores Out Of The Way

Take care of daily chores before starting your study session to avoid interruption or being distracted by an unfinished to-do list. Getting chores out of the way makes it much easier to focus on the task at hand. Plus, you can look forward to relaxing when your study time is done rather than dreading the chores that need to be completed.

## 7. Create A Timetable

Creating a timetable helps organise your time, schedules your breaks, and is especially useful when you have multiple subjects to study. Write your schedule down so you can remember it and refer to it often. Set reasonable limits for how much time you spend studying each day and break your study session up into manageable chunks of time. Remember to negotiate with your family as to when you will be studying and when you will be engaging with the family for example, mealtimes.

## 8. Use A Timer

Use a timer to help keep track of time and to make sure you stick to the timetable you created. Setting a timer helps keeps you focused on the task at hand, committed to working until the timer goes off, and helps keep you on track to cover all the material you need to. Above all else, it helps keep your break time effective and guilt-free (because you've earned it!).





# A Prep School message from Mr Bicker-Caarten

Welcome back to a summer term like no other in many ways and, we anticipate, reassuringly familiar in others. I have mentioned to you before that I love the start of a new term – the buzz as the school springs back into action and our corridors are once again full of energetic and engaging pupils. We will be doing our best to make sure that some of that buzz is still felt despite the fact that we must, for now at least, rely on guided, home-learning and virtual school.

Thank you for your messages of support at the end of the spring term and the positive feedback on our initial move to guided home learning. We know it has not been perfect, nor has it been, or will it be, easy, and parents have had to find new levels of patience.

By now you will have, we hope, received packs of work and we are aiming to maintain the 'Three Rs' with additional topic or creative work, retaining our breadth and variety of subjects that we offer at Lucton. These will change week to week or carry on over a number of weeks.

Our main concern is the volume of work to be set. We know that for this age range the maximum amount of academic sitting down at home would be an hour a day. Homeschooling sites put this up to 2 hours a day but you have not chosen to homeschool so we aim to provide you with a balance. We know that you are working from home so we do not want to put undue pressure on you. As we progress through the next weeks, each class teacher will be in touch to ensure that you are not being overwhelmed. Really, it is what works for your situation but





trying to maintain consistency for you. Perhaps the notion that “It is a school day so let’s do some school work” will help as will the suggested timetable below that we followed at the end of last term.

09:00-09:30	PE with Joe Wicks (or similar)
09:45-10:45	Activity 1 & 2 (we suggest maths and English)
10:45-11:00	Break
11:00-12:00	Activities 3 & 4 (Topic, cooking, art and so on)
12:00-14:00	Lunch break – outside, if possible, reading
14:00-15:00	Purple Mash 2 Dos Dance Mat Typing

On another note, the local members of ‘Open The Book’ are trying to keep in touch. To that end they are have found a link to some Bible stories and will then link this to one of their songs. It is not Open The Book per se but they are still trying to offer help as well. So I will make sure that when this is up and running, I will forward it on.

Some of our peripatetic music staff are able to offer video lessons during the school closures; this would be a private arrangement, made with the individual instrumental teachers. If you are interested, please contact the School office, who will have an up-to-date list of those teachers who are able to offer this alternative, and will be able to give you the relevant details.

I have no doubt that we will need to adapt what we are doing so please let the class teachers know what works and what doesn’t. Please adapt the timetable so that it suits you but it is really important to maintain a routine to ensure that your family’s wellbeing is kept positive during unsettling times.



# Lucton Nursery message from Mrs Powell

It is lovely to have this opportunity to get back in contact with you all. I wish that things were different and we were able to open our doors and welcome you all back this week. It is always a great delight to see our happy faced, little children, skipping, toddling or being carried into the Nursery ready to start the new term and all beautifully dressed in their summer outfits. As you are aware, we have been open throughout the Easter holidays for the children of key workers and will continue to do so until we have notification from the Government of changes to the lock-down. Although, it has been much quieter in the Nursery than normal, with just a few staff working, they have been as creative as ever, planning fun activities for the children, taking them on walks around the School grounds and even helping them to join in with the daily Jo Wickes, PE workout! Although I think that maybe they have more stamina for this than the adults do!



I am sure that you are all continuing to do a fabulous job of entertaining and educating your children at home, spending time in the garden during this lovely warm weather or taking them out for their 'once daily' exercise treat. Indoors activities do take a little more thought, I know, but you are always so resourceful with your ideas and if you cannot think of anything, then you can guarantee that your children will give you some ideas.

Below, I have included a few suggestions just in case you are running a little short of ideas. I know that it very much depends on the age of your child but maybe these suggestions could be adapted in some way to suit them.

## **Den making**

All you need is a sheet, some string or wool to tie it into position and a table or a couple of chairs to drape the sheet over. Use this to make a tent-like structure so that your child can crawl inside and play. If you also provide them with clothes pegs they can attach scarves, pictures etc., to personalise their den.

## **Hapazome**

<https://www.youtube.com/watch?v=OaYseHUmKJw>

This is a lovely Japanese activity.

## **Kim's game** (No peeping – memory game)

Collect together a few small toys, or house-hold objects. Show them to your child, name them and count them. Place the items underneath a tea towel so that they are well hidden. Tell your child to close their eyes. When they are not looking, remove one of the items by hiding it inside the tea towel as you lift it up. When their eyes open, ask them to name the missing object. Once named, (you may need to give them some clues) place the item back underneath the cloth. Continue with the game by removing a different item each time or occasionally repeating the same one. You can refresh this game, for another day, by using fruit or vegetables instead (or for older children, numbers, letters or words). As your child gets

better at this game, start to remove two or even three items at any one time so that they really need to think quickly as soon as their eyes are open. At the end of the game, try removing and hiding everything inside the tea towel to see if they can name it all. Keep this activity short so that their concentration is maintained. For young children start with 2 items and for older children use 5 or 6 items. By adding, and naming, one item to the group of objects that they are unfamiliar with, this will help to increase vocabulary.

### **Yoga for children**

Cosmic Kids can be found on YouTube - <https://www.youtube.com/user/CosmicKidsYoga> There are lots of different ones to select from and all great fun.

### **Home-made Playdough**

There are a variety of recipes to be found on You Tube. Here is one - <https://www.thebestideasforkids.com/playdough-recipe/> Mix all of the ingredients together. Depending on the age of your child, you can add interesting things for them to push into the dough such as buttons, beads, short sticks or treasure of any sort. Older children may like to make faces in the dough, create miniature gardens, or letter shapes.

### **Come Outside -Aunty Mabel and Pippin**

Google You Tube - Come Outside. Aunty Mabel and Pippin. The programmes are about 10 minutes long and cover many factual topics such as Hedgehogs and Apples. The programmes were made many years ago but are just as interesting today and very educational for children to watch.

### **Books**

Reading to children is one of the best things that you can do to help with your child's concentration, pre-reading skills, speech and vocabulary, knowledge and, of course, their creative imagination. If you run out of books, there is a good website called The Book Trust - <https://www.booktrust.org.uk/books-and-reading/have-some-fun/> Also, why not make up your own stories.





### **Filling and emptying containers**

For this activity give your child a bowl of water or a couple of buckets so that they can transfer water from one to the other. Add plastic pots, soup spoons, plastic measuring jugs of various shapes and sizes or whatever else you have to hand. Alternatively, use sponges as well as containers so that they can draw up the water into the sponge to fill the vessels. This activity helps them to understand volume and capacity. Instead of water you can use dry pasta shapes, rice grains or a bag of compost.

### **Painting with water (for a sunny day)**

If you have run out of children paint, just give your child a paintbrush and a pot of water. They can paint the fence or make pictures on the outside wall of the house. They can paint numbers in the correct order on the path or even form words or the letters in their names. The great thing about this activity is that there is no tidying up as the water evaporates in the sunshine.

### **Ideas for supporting learning at home for 2-4 year olds**

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

This may be of interest. I hope it helps.



We do hope that it will not be long before you are able to return to the Nursery with your children and that life will again have some normality to it. In the meantime, have fun with your children and remember that you are all naturally fabulous teachers is your own right.





# Enrichment Activities

Of course, it is not all about academic work, at Lucton; we very much believe in providing an all-round education to fully prepare our young people for life beyond School. Our enrichment activity programme is another vehicle which provides many learning opportunities and life-skills and we would like the students to continue to participate in those activities that could be done, remotely.

To that end, the teachers will be sending out regular challenges and activities, which will cover aspects such as reading challenges and book club, our usual weekly general knowledge quiz, music, CCF, Pony Club challenges, fitness and sport (look out for “Fitness with Miss Roper” which will be available on every Wednesday afternoon). Of course, there is our very popular Lucton Arts Festival where poetry writing, the handwriting competition, the photography and art competition, music and drama performances, etc. provide fierce but friendly competition between the Houses.

In fact, many of our activities have continued throughout the Easter holidays, especially with some of our boarders who were in isolation together, in Croft House.

## DUKE OF EDINBURGH'S AWARD

Through the lockdown period there are still lots of things you could still be doing to help the progress of your award, many of the sections can still be completed.

- Lots of ideas can be found here <https://www.dofe.org/dofewithadifference>
- There may be lots of opportunities to complete your volunteering section, there are many things you could do like preparing meals for local people in need or simply checking on elderly neighbours, all of this can be done with social distancing in mind.
- If you have passed your skill at arms test then you can use this as your skills section all you need to do is change your aim on EDofE and enter your start date and end date; remember this can be back dated to your enrolment date. If you put me down as you assessor I can add your report for you.
- Year 10 and 11 Cadets could also use their youth first aid for their skills section, again all you have to do is change your aim on EDofE and enter your start date and end date, remember this can be back dated to your enrolment date. If you put me down as you assessor I can add your report for you.
- The physical activities sessions that are done twice a term within the CCF can also be used to complete your physical section. Again all that you need to do is enter this on to EDofE and remember to back date to your enrolment date, this can be used for all three awards Bronze, Silver and Gold. Again I can add your assessors report and sign the section off.

If you are having problems logging in or can't remember your login



details just drop me an email and I will do my best to resolve the problem.

Stay Safe  
Major Craig Derrigan  
Contingent Commander

## PREP SCHOOL DRAMA

Mrs Rogers, Mrs Sharman and Mrs Wall have been busy casting and preparing for the Summer Prep School Play, 'Treachery at Traitors' Quay'. The play is based during World War II and London isn't safe. The five Dawson children are evacuated to the countryside to the large home of Eggin-Drake, Minister of Information. As they are thrown in amongst all sorts of characters from the dishevelled Home Guard and air-raid wardens to the surly gamekeeper and the retired sea captain, it soon becomes apparent to the children that there is a spy in their midst. Determined to investigate, they head down to the Quay and snoop around the smugglers' caves, but who is the spy? Can their plan be foiled before it's too late and what is the secret about the JAM? Despite school being closed, Year 3, 4 & 5 will all have the opportunity to learn their lines, enjoy the songs and get creative with costumes and props.

The music and drama team will be in touch with further details.  
We will meet again!

## SPEECH AND DRAMA

The aim during the summer term is to continue the enjoyment and exploration of Speech and Drama with support from Mrs Sharman and Mrs Rogers remotely. Work is ultimately moving towards choosing and preparing exam pieces for the LAMDA examinations that will take place at school in the autumn term.

We are intending to assist with pieces and offer advice and tips with the theory sections of the exams. Work that you prepare, will be looked

*Victorious Year 5 at the Herefordshire Festival,  
having a taster of the wartime era.*



at as soon as we are back in School and we will be very much looking forward to going through your ideas and pieces with you on our return.

A selection of items to work on will be sent to you as appropriate to your age and level.

Many thanks, Keep calm and remain “dramatic”!

## MUSIC

Some of our peripatetic music staff are able to offer video lessons during the school closures; this would be a private arrangement, made with the individual instrumental teachers. If you are interested, please contact the School office, who will have an up-to-date list of those teachers who are able to offer this alternative, and will be able to give you the relevant details.

Parents may like to e-mail in recordings of the children performing pieces on their instruments, which we will edit together into a virtual concert, to be shared on the website. Obviously, all instrumental pupils to keep up with their practice routines!

The GCSE and A-Level students have been granted free access to Sibelius, the composition program, for the duration of school closures, which Mr Wall has facilitated already.

In addition, I am sure that you are aware that the BBC Bitesize resources have been expanded, and from today they are providing daily lessons for each year group from 1-10.

<https://www.bbc.co.uk/bitesize/articles/zfwrcqt>

The ever-reliable ‘Out of the Ark’ are making songs and activities available each week - you can sing some old favourite, and learn some new ones.

Free Songs & Resources | Out of the Ark Music @Home | Out of the Ark Music





The BBC Ten Pieces project has a lot of online resources, including a new section: 'Making Music at Home'.

Ten Pieces - BBC Teach

BBC Ten Pieces opens up the world of classical music to 7-14 year-olds, introducing them to inspiring music.

They have also produced a free, interactive e-book: 'Guide to the Orchestra'.

CBBC - Ten Pieces, Secondary - Ten Pieces Guide to the Orchestra: Free Ebook

Ten Pieces Guide to the Orchestra interactive ebook, Key Stage 3 music resources

Finally, the 'Sing Up' website is making some of their resources available for free, and their new 'Home School' platform is being launched on Monday 20th April. Home Schooling | Sing Up

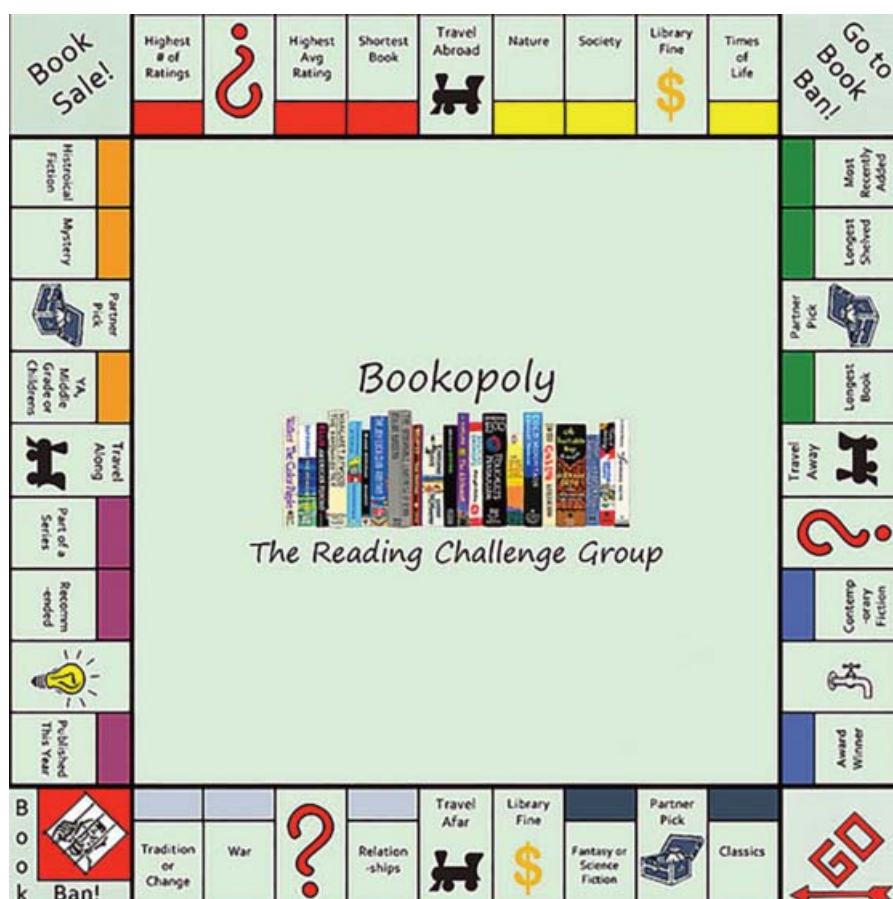
So, there should be plenty of opportunities for everyone to keep making noise, and making merry!



## BOOKOPOLY

Mrs Webb-Rogers reading challenge will be based around Monopoly. It is called Bookopoly.

The rules for the 'Bookopoly' book challenge are to roll a dice and work your way around the board. Please contact Mrs Webb-Rogers for a full set of rules.





## ECO CLUB

We have a good crop of potatoes and onions growing at the moment. Mr Rogers also has some seeds that are going in this week.

## PHYSICAL ACTIVITY

During these unprecedented times we have to try to think outside of the box and be able to adapt to our surroundings which, for most of us, is our home. As human beings, we have the capacity, ability and potential to do this but it can be hard, particularly if we feel that we are alone. I hope that this document, and the ideas and messages that it contains, helps you and your family to endure and, we hope, grow from this unusual experience.

The first thing I wish to do is to highlight to you all some of the wonderful resources and sources of support that you can access in order for you to stay healthy.

The websites below all have superb interactive workouts for you to try as a family.

<https://www.youtube.com/user/thebodycoach1>

[https://www.youtube.com/results?search\\_query=family+fitness+workouts](https://www.youtube.com/results?search_query=family+fitness+workouts)

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.fullofbeansfitness.co.uk>

For those of you with Facebook, I also highly recommend that you follow both Asics and Nike as they both have user friendly home workouts that are simple and easy to access and engage with. The RFU also have some superb and inspirational elite player workouts for you to try, so follow England Rugby to learn more. Encourage yourself and your family to stay in the learning and growth zones in all that you do!

If you are wondering how often and for how long you should look to be active for in a week and the benefits that it will bring to you and your family, follow the advice of this government guideline which is aim for at least 60 minutes every day. The effects of positive routines and lifestyle choices will undoubtedly reap their rewards and allow you all to get through these trying times. Exercise has incredible therapeutic as well as physical benefits and the mind is just as important as the body.

## **“FITNESS WITH MISS ROPER”**

**A weekly workout on facebook  
every Wednesday afternoon.**

# Wellbeing

As part of our wellbeing strategy, we follow the action for happiness activities to keep ourselves safe and well.

<https://www.actionforhappiness.org/>

This involves 10 keys for living.

<https://www.actionforhappiness.org/10-keys-to-happier-living>

Mental and emotional health is an essential part of your overall health and wellbeing. Managing emotions and maintaining emotional balance is an important skill. When you manage your emotional health, it helps you face challenges and stress.

It is as essential to care for your mental health as it is to care for your physical health. A few activities you can follow for your mental health are:

## 1. Take care of your physical health

You can stay healthy by eating well, getting adequate rest and exercise. Eating fresh foods rich in vitamin B-12 and Omega 3 fatty acids keep up levels of mood-regulating chemicals in the brain. Getting enough rest for your body helps to heal its daily wear and tear, while lack of sleep can make you feel tired, stressed and cranky.

## 2. Get fresh air and exposure to sunlight

A study has shown that exposure to sunlight increases the production of serotonin, a chemical that regulates mood in the brain. You will have to maintain social distancing in order to do this though!



### 3. Take care of yourself

Investing time in self-care contributes to your mental and emotional wellbeing. Set time aside for yourself; attend to your own emotional needs; read a book; pamper yourself. You could learn to use aspects of mindfulness to relax.

### 4. Pursue a hobby, or a new activity

Participating in activities that you enjoy helps you stay engaged and in turn, happy. Picking up a new skill challenges you, increases your concentration levels and makes you feel good about learning something new. It also increases your confidence in being able to face new situations, challenges and people.

### 6. Identify your strengths, weaknesses, and boundaries

Acknowledge your strengths and work on your weaknesses. Accepting that you have some weaknesses just like everyone else is a key to your mental and emotional wellbeing. Set realistic goals and consciously choose to participate in activities that further your goal rather than distract you.

### 7. Practise gratitude

When you practise gratitude for what you have, it can take away focus from what you don't. Studies show that being grateful for what you have helps you stay optimistic about your future and boosts your mental health.

### 8. Ask for help when you feel overwhelmed

When you feel sad, challenged, frustrated, confused, angry, or just simply overwhelmed and unable to cope, speak to someone you trust – a friend, parent, sibling or relative. If you think you need even more support, use sites such as young minds to reach support quickly.



A useful website:

<https://youngminds.org.uk/>

Our listening service is available to any student (or parent) who wants to use it

[Listening@luctonschool.org](mailto:Listening@luctonschool.org)

# Safeguarding and online learning advice

As we know safeguarding young people remains highly important and remote teaching brings with it greater challenges. Children will increasingly be using social networks to reach out to others and with that there will be an increased risk to fake news and online harms including grooming, radicalisation, exploitation, and bullying. All these issues could impact on their mental health and wellbeing. This is a time when many young people will be vulnerable and unfortunately, the potential for exploitation will be at its highest.

The UK Safer Internet Centre has identified the following online risk categories:



- Behaviour: sharing too much information
- Content: age-inappropriate or unreliable content or fake news
- Contact: strangers, bullies, groomers or radicalisers can contact children
- Commercialism and financial exploitation: hidden costs of advertising in apps, games and websites
- Extremism and radicalisation

Please speak to your children about their online activity. Remind them of their digital citizenship responsibilities and their own digital footprints. They need to look after themselves and others. Stay interested and make sure they understand they should report anything they are concerned about.

Below is a selection of resources available for parents:

NSPCC NetAware      provides a useful guide to social networks, apps and guide

Internet Matters      Large numbers of resources for parents

National Online      Have produced a series of guides to support remote learning safety

Thinkuknow      UK organisation which protects children both online and offline

Please remember when students are online for lessons they should be in a communal area where it is supervised (Not in a bedroom). Everyone in the household should be respectful of the lesson and behave exactly as they would in the classroom.

Remember if you want any help and advice please do not hesitate to contact the safeguarding team at [safeguarding@luctonschool.org](mailto:safeguarding@luctonschool.org)



# A reminder of Lucton School's 'Acceptable Use Policy'

With such a heavy reliance on the use of technology and online communication, we remind you of the Lucton School Acceptable Use Policy (AUP) 2020.

## What is an AUP?

We ask all children, young people and adults involved in the life of Lucton school to agree to an Acceptable Use Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

## Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people can get upset, but these rules should help us avoid it when possible, and be fair to everybody.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything you do on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep you safe.

You should not, however, behave any differently when you are out of school or using your own device or home network, either. All of the points in the list on the next page below can be summarised as follows:

“Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face-to-face.”

## Where can I find out more?

If your parents want to find out more, they can read Lucton School's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

If you have any questions about this AUP, please contact Mrs Sharron Goode. [safeguarding@luctonschool.org](mailto:safeguarding@luctonschool.org)

## What am I agreeing to?

1. I will treat myself and others with respect at all times, when I am online or using a device, I will treat everyone as if I were talking to them face-to-face.
2. Whenever I use a device, the internet or any apps, sites and games, I will try to be positive and creative, to learn and share, to develop new skills, to have fun and prepare for the future.
3. I consider my online reputation with everything that I post or share – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
4. I will tell a trusted adult if I have a problem or am worried about something online, and I will encourage my friends to do so too. Statistics show that telling someone helps!
5. It can be hard to stop using technology sometimes, for young people and adults. When my parents/carers or teachers talk to me about this, I will be open and honest if I am struggling. I will remember the principles of the Digital 5 A Day. [childrenscommissioner.gov.uk/our-work/digital/5-a-day/](http://childrenscommissioner.gov.uk/our-work/digital/5-a-day/)
6. It is not my fault if I stumble across (or somebody sends me) something violent, sexual or otherwise worrying, but I will not share or forward it, and I will ask a trusted adult for advice/help.
7. If I see anything that shows people hurting themselves or encourages them to do so, I will report it on the app, site or game and tell a trusted adult straight away.
8. I will ensure that my online activity or use of mobile technology, in school or outside, will not cause my school, the staff, students or others distress or bring the school into disrepute.
9. I will only use the school's internet and any device I may be using in school for appropriate school activities and learning, unless I have express permission to carry out recreational activities, e.g. in a lunchtime club or after school.
10. I understand that all internet and devices used in school may be subject to filtering and monitoring;



school-owned devices may also be subject to filtering and monitoring when used outside of school, and the same expectations apply wherever I am.

11. I will keep logins, IDs and passwords secret and change my password regularly. If I think someone knows one of my passwords, I will change it; if I think they have used it, I will tell a teacher.
12. I will not bring files into school or download files that can harm the school network or be used to bypass school security.
13. I will only edit or delete my own files and not (even try to) view, change or delete other people's files or user areas without their permission.
14. I will use the internet, games and apps responsibly; I will not use any that are inappropriate for the school, my age or learning activities, including sites which encourage hate or discriminating against others.
15. I understand that websites, blogs, videos and other online information can be biased and misleading, so I need to check sources.
16. I understand that bullying online or using technology is just as unacceptable as any other type of bullying, and will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside. I will report anything unacceptable I witness to a trusted adult.
17. I will not browse, download, upload, post, share or forward material that could be considered offensive, harmful or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
18. I am aware that some websites, games, online shopping, file sharing and social networks have age restrictions (many social media sites are 13+) and I should respect this. 18-rated games are not more difficult, but are inappropriate for young people.
19. When I am at school, I will only use my school e-mail and contact people as part of learning activities.
20. The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the school.
21. I will be careful when opening files and attachments, checking for viruses etc. If I am unsure I will never open a file, hyperlink or any other attachment.
22. I will not download copyright-protected material (text, music, video etc.).
23. I will not share my or others' personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.
24. Live streaming can be fun but I always check my privacy settings and know who can see what and when. If I live stream, my parents/carers know about it.
25. I know new online friends might not be who they say they are, so I am always very careful when someone wants to 'friend' me. Unless I have met them face-to-face, I can't be sure who they are.
26. I will never arrange to meet someone face to face who I have only previously met in an app, site or game without telling and taking a trusted adult with me.
27. I will only use my personal devices (mobiles, smartwatches, etc) in school if I have been given permission, and I will never take secret photos, videos or recordings of teachers or students.
28. I will respect my body and other people's – part of that means using positive words about myself and others; it also means not revealing too much on camera and not sharing or posting photos or videos that show me or anyone else without all my/their clothes on.
29. I understand that many apps have geolocation settings (identifying my location or where I made a post or took a photo). I will make sure that I know how to turn geolocation on and off, and not tell the world where I am at all times or make it too easy to find out where I live or go to school.
30. I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
31. If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, sexual, extremist/hateful content, I will not respond to it but I will talk to a trusted adult about it.
32. I don't have to keep a secret or do a dare or challenge just because a friend tells me to – real friends don't put you under pressure to do things you don't want to.
33. It is illegal to view any form of pornography if you are under 18 years old; I will not attempt to do so and will report anyone who tries to trick me into doing so.
34. I know that I can always say no online and end a chat or block a friend; if I do, it's best to talk to someone about it as well.
35. I know who my trusted adults are at school, home and elsewhere, but I know I can also get in touch with Childline, The Mix, or The Samaritans.



# Active coping calendar

## ACTIVE COPING CALENDAR: APRIL 2020



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

**"Everything can be taken from us but one thing:  
the freedom to choose our attitude in any given  
set of circumstances" ~ Viktor Frankl**

**5** Get active.  
Even if you're  
stuck indoors,  
move & stretch

**12** Immerse  
yourself in a new  
book, TV show  
or podcast

**19** Do three  
acts of kindness  
to help others,  
however small

**26** Take a  
small step  
towards an  
important goal

**6** Contact a  
neighbour or  
friend and offer  
to help them

**13** Respond  
positively to  
everyone you  
interact with

**20** Make time  
for self-care. Do  
something kind  
for yourself

**27** Thank three  
people you're  
grateful to and  
tell them why

**7** Share what  
you are feeling  
and be willing to  
ask for help

**14** Play a game  
that you enjoyed  
when you were  
younger

**21** Send a  
letter or message  
to someone you  
can't be with

**28** Make a  
plan to meet up  
with others again  
later in the year

**8** Take five  
minutes to sit  
still and breathe.  
Repeat regularly

**15** Make some  
progress on a  
project that  
matters to you

**22** Find positive  
stories in the news  
and share these  
with others

**29** Connect with  
nature. Breathe  
and notice life  
continuing

**1** Make a plan  
to help you keep  
calm and stay  
in contact

**9** Call a loved  
one to catch up  
and really listen  
to them

**16** Rediscover  
your favourite  
music that really  
lifts your spirits

**23** Have a  
tech-free day.  
Stop scrolling and  
turn off the news

**30** Remember  
that all feelings  
and situations  
pass in time

**2** Enjoy washing  
your hands.  
Remember all  
they do for you!

**10** Get good  
sleep. No screens  
before bed or  
when waking up

**17** Learn  
something new  
or do something  
creative

**24** Put your  
worries into  
perspective and  
try to let them go

**3** Write down  
ten things you  
feel grateful for  
in life and why

**11** Notice five  
things that are  
beautiful in the  
world around you

**18** Find a fun  
way to do an extra  
15 minutes of  
physical activity

**25** Look for the  
good in others  
and notice their  
strengths

**4** Stay hydrated,  
eat healthy food  
and boost your  
immune system



**ACTION FOR HAPPINESS**

School Office telephone:

**01568 782000**

Main School email:

**[enquiries@luctonschool.org](mailto:enquiries@luctonschool.org)**

Academic Deputy Head  
and Head of Sixth Form

**[j.goode@luctonschool.org](mailto:j.goode@luctonschool.org)**

Pastoral Deputy Head  
and Head of Middle School

**[e.niblett@luctonschool.org](mailto:e.niblett@luctonschool.org)**

DSL and Head of Senior School

**[s.goode@luctonschool.org](mailto:s.goode@luctonschool.org)**

Head of Prep School

**[d.bicker-caarten@luctonschool.org](mailto:d.bicker-caarten@luctonschool.org)**

Head of Nursery

**[i.powell@luctonschool.org](mailto:i.powell@luctonschool.org)**

Head of Boarding

**[j.muckalt@luctonschool.org](mailto:j.muckalt@luctonschool.org)**

Safeguarding

**[safeguarding@luctonschool.org](mailto:safeguarding@luctonschool.org)**

Listening service

**[listening@luctonschool.org](mailto:listening@luctonschool.org)**

Finance

**[accounts@luctonschool.org](mailto:accounts@luctonschool.org)**



# Contact information



# Lucton