



Allfoxton Road
Horfield
Bristol
BS7 9NL
Tel: 0117 952 7100
enquiries@fairfield.excalibur.org.uk
www.fairfield.bristol.sch.uk
Twitter@FHSBristol
Facebook Fairfield High School – FHS

COVID -19 Update – March 25th

Dear Parents and Carers,

We continue to offer care for vulnerable students in school and the children of Critical Workers who are unable to remain at home. Today they are with our science team today working on a range of experiments. We are also encouraging everyone in school and at home to join in at 9 am each morning with the live P.E. session with Joe Wickes, the Body Coach on YouTube. https://youtu.be/4wzoy_J3I_c

We will be resending the form to book places for next week on **Thursday** this week - please look out for it and reply when it arrives.

Firstly, a reminder that, if you are finding it difficult to access resources via the internet, please contact the school via phone (01179527100). We have paper-based resources for your child and will find a way of getting them you, including an exercise book to write in.

I know many of our teachers are now checking in on students directly or adding interactive elements to the Show My Homework (SMHW) resources. If this has not been your experience yet, please understand that we have a significant number of teachers that are self-isolating through illness or are having to care for others. Additional advice for parents about educating at home and age appropriate resources are now on the BBC website(<https://www.bbc.co.uk/teach>), including what are described as “live lessons” with activities for download. Please use these alongside SMHW, if you can and if it’s appropriate for your family. Below this is an infographic to provide some basic principles to support distance learning. It should be seen as general advice rather than strict rules to follow.

As I wrote yesterday, our top priority is safeguarding. Below this letter and the info-graphic is a copy of the information that was sent to all students via SMHW

Best regards and wishing you well

Nick Lewis

Principal

Online Instructors @ KIS

Objective Responsibility Expectation Organization

Do This



Not That



Asynchronous learning

Teachers create learning experiences for students to work at their own pace and take time to absorb content



Less is more

Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic



Give explicit instructions

Outline deliberate instructions and specify the length of time to complete the session of learning



Specify expectations

Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)



Be empathetic

Assign a reasonable workload; encourage students to balance online with offline and connect with one another



Communicate consistently

All instructions and assignments **must** be communicated via ManageBac, our online hub



Be online for office hours*

Be online during office hours to provide support, answer questions, or clarify confusion via a **system**.



Seek student feedback

Seek student feedback about their workload, emotional state, learning preferences, and learning pace.



Boost learning retention

Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons



Identify lesson objectives

Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)



Synchronous learning

Teachers and students meet online in real time through videoconferencing or live chatting



Being unrealistic

Assign "class work" and "homework" every day and request students to complete according to short timelines



Being unclear and vague

Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague



Being too open-ended

Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)



Be overly task-oriented

Assign online classwork followed by extra homework without a clear focus on student wellbeing



Mixed communication

Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ MB submission)



Stand by at all times

Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)



Use the same approach

Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed



Try new & unused tools

Trying new tools that you've never used may lead to technological difficulties and increase challenge



Give random activities

Keep students busy doing online activities and do not think about the lesson objectives and assessments



Allison Yang

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Guidance for students who need support

We want to make sure that you have someone to talk to if you feel unsafe.

If you need someone to talk to you can:

- **Call Childline** 0800 1111 or visit their website www.childline.org.uk/
- **Ring school:** 0117 9527100 the school phone number will only be operating between 8am-4pm Monday – Friday
- **Email school:** response@fairfield.excalibur.org.uk
- **Visit School:** In exceptional circumstances, If you don't have access to a phone or internet come to main school reception Monday-Friday between 8am-4pm. You will not have access to the school, but you can talk to someone about what you are worried about. Our normal pastoral teams will not be in school, but another member of staff will be available to talk to you.
- **Wellbeing help:** You can get help with your wellbeing online too, at Kooth.com
- **Staying safe online:** You can seek help at <https://www.thinkuknow.co.uk>

For some of you we may check in on you at home or ring your home. If we check in on you at home, make sure to keep a safe distance or speak to us from your window. We will not come into your home.

An International Academy

Principal: **Mr Nick Lewis**

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Registered Office: Granham Hill, Marlborough, Wiltshire SN8 4AX

