



COTTESMORE SCHOOL



REMOTE LEARNING PROGRAMME

Lent Term 2021

Cottesmore's Virtual School

Cottesmore has invested in various systems and applications in order to provide excellent continuity of education which will be employed in the event that the government orders schools to move to online learning.

We Are Here For You

The whole team is here to support you. We acknowledge that this might be daunting for some, so please do contact us if you need help structuring the day or a hand with encouraging the girls and boys to settle down to their work. Our systems of reward and sanction will remain in place for the duration and we are very happy to help you with these structures.

You will find the team receptive and giving when it comes to advising you; we will be allies for the common goal of giving your girls and boys the very best possible education that they can receive at this time.



Microsoft 365

Cottesmore's primary remote learning hub will be the powerful and cloud-based Microsoft 365, which the Cottesmore prep school boys and girls have been using since they arrived at Cottesmore. They were given further training last term in Microsoft 365 and other superb proprietary digital applications. It has an astonishing number of applications attached to it, to which the pupils have access. These include:

Microsoft Access
Microsoft Calender
Microsoft Delve
Microsoft Excel
Microsoft Forms
Microsoft MyAnalytics
Microsoft OneDrive
Microsoft OneNote

Microsoft Outlook
Microsoft People
Microsoft Planner
Microsoft PowerPoint
Microsoft Publisher
Microsoft SharePoint
Skype for Microsoft Business
Microsoft Staff

Microsoft Notebook
Microsoft Stream
Microsoft Sway
Microsoft Teams
Microsoft To do
Microsoft Whiteboard
Microsoft Word
Microsoft Yammer

Our Main Microsoft 365 Apps

The main applications from this selection that we will use for our teaching and learning are:

For setting work and teaching:

Microsoft Teams
Microsoft SharePoint
Microsoft Outlook

For the production of school work:

Microsoft Word
Microsoft Excel
Microsoft PowerPoint



Microsoft Teams

This is where live lessons are taught. The behavioural expectations are the same as in school; the boys and girls will work hard and, at all times, help others to learn, mostly by being silent, and talking, at the appropriate times. Teams will enable teachers to set a range of tasks, to mark work, and to interact with pupils in a variety of ways throughout the week.

Microsoft Sharepoint

Each class (form) has its own 'website' in Sharepoint. This is where work may be set and messages left. Many SharePoint areas have been set up and these include Clubs and Specialist Groups, such as Farm Club and Chapel Line-up (assembly).

Microsoft Outlook

This is an email application, which we are trying to avoid, but we might have to send some messages here.

Other Proprietary Software Teaching and Learning Applications

Cottesmore has also invested in a selection of excellent proprietary software applications. Our main teaching and learning applications are as follows:

Atom Learning
Century Tech
eChalk
Education City
Languagenut
Languages Online
Linguascope

Manga High
Planet BOFA
Quia
Quizlet
Spellodrome
TinkerCad
Typing Club



The Leadership Team

The Leadership Team are here to help you:

Academic Lead:

- Michael Waller: wallerm@cottesmoreschool.com

Pastoral Leads:

- David Revill: revilld@cottesmoreschool.com
- Your girl or boy's Form Tutor (please see list on the next page)

For questions regarding IT support and provision please contact:

- Steve Helm helms@cottesmoreschool.com
- Sian Kerr kerrsi@cottesmoreschool.com



The Form Tutor Team

The Form Tutor Team are also here to help you:

- Form 6 – James Kerr kerrj@cottesmoreschool.com
- Form 5K – Sian Kerr kerrsi@cottesmoreschool.com
- Form 5E – Matthew Ellis ellism@cottesmoreschool.com
- Form 4B – Ross Borthwick borthwickr@cottesmoreschool.com
- Form 4P – Tana Purcell purcellt@cottesmoreschool.com
- Form 4G – Charlie Gold goldc@cottesmoreschool.com
- Form 3B – Rory Barraclough barraclooughr@cottesmoreschool.com
- Form 3F – Rosalind Forbes forbesr@cottesmoreschool.com
- Form 2L – Andrew Livermore livermorea@cottesmoreschool.com
- Form 2R – Mary-Anne Revill revillm@cottesmoreschool.com
- Form 1B – Patrick Beegan beeganp@cottesmoreschool.com
- Form 1W – Fiona Wybar wybarf@cottesmoreschool.com
- Form 1 – Additionally James Eales ealesj@cottesmoreschool.com

Academic Time

Academia will account for the greatest percentage of the teaching and learning programme.

The main academic subjects taught and studied will be:

Classics	History	Music
Coding	ICT	RS
English	Maths	Science
Geography	Modern Languages	Visual Art



Academic Expectations

1. Pupils should log in to Teams by 8.30am every morning for Mr Rogerson's morning line-up.
2. Teachers will be ready to teach live from the start of every lesson.
3. Work will be uploaded for the children to access in Teams or Sharepoint.
4. Assignments will have a deadline and this may vary from the next lesson to a week's time.
5. It is good practice for pupils to submit work as soon as they complete it.
6. We require the children to follow their school distance learning timetable, although there is considerable room for flexibility if this is not possible.
7. We do not expect pupils to do additional work in the evening, although those children preparing for Common Entrance and Scholarship exams may find this useful. On the whole, this time should be used for relaxation, family time, and socialising.
8. The timings of the school day are on page 20 and the girls' and boys' individual timetables will be posted on SharePoint.
9. Teachers will be available to chat 'live' during their usual timetabled lesson times. This will allow pupils to ask questions about their work.
10. Pupils can also post questions at any time, which teachers will answer during their timetabled lessons.



Different Time Zones

Live lessons will be recorded and made accessible to pupils after each session. These can be watched at a later date, if your time zone does not allow you to attend the original lesson.

In addition to that, pre-recorded tutorials, lessons, activities and tasks may also be available and set through Microsoft Teams, Microsoft SharePoint, Century Tech and Education City for the girls and boys to follow at the appropriate time.

We would suggest that parents support their children drawing up their own timetable to provide structure to their day outside the standard remote learning timetable on page 20.

Academic – Aside From Lessons

1. It is important that pupils enjoy a morning break and snack and have some time for relaxation during lunch.
2. We hope the children will help out at lunchtime, either with the creation of the meal or the preparation of the knives and forks and their tidying away.
3. Following the last lessons the children will attend Form Time in which they can touch base with their friends and tutor before the end of the day.



Creative Time

The Visual Arts will continue to be part of the timetable whilst the children are remote learning; we understand the importance of sustaining as broad a curriculum as possible for all. It is for this reason that the teaching team will write to you all in the hope that you will be able to find or acquire some drawing materials so that your children will be able to become fully involved, both in the lessons and, should they wish, as part of the wider extra-curricular programme. Visual Arts will focus on Art itself for the first half of the term and we shall be investigating ways of bringing Design Technology to the children throughout this period.

Music and LAMDA

There will still be individual instrumental music and LAMDA lessons run by our team of peripatetic teachers throughout the term. These peripatetic musicians and actors are all available to continue with individual tuition, which must be organised directly with them. There will need to be discussion between parents and these teachers over how these individual lessons are to be delivered – most likely via Skype, FaceTime or Zoom. The contact details for each of the peripatetic staff can be found on page 24.



Physical Wellbeing Time

Physical activity will also be included in the weekly curriculum and the sports coaching team has a wide range of assignments lined up to help keep the children fit and healthy over the coming weeks. These will be introduced as assignments which the children will complete.

Form Time (Organisation and Wellbeing)

At the end of every day there will be Form Time in which the children will be able to chat with their Form Tutor and discuss things that are important to them. At this time Forms 1, 2, 3 and 4 may be asked to do some Pretest preparation. At this time, it is vital the children continue to talk with the adults in the school and all of their support network. There is also a PSHE curriculum which the teachers follow and much of this is devoted to discussing issues that affect mental health.



Timings of the School Day

There are five-minute breaks between every lesson for visits to the loo, water refilling, a simple stretch of the legs or a mini workout. The timings for the school day are as follows.

08.30 - 08.40: Chapel Line-Up

08.40 - 09.20: Lesson 1

09.20 - 09.25: Break (5 mins)

09.25 - 10.05: Lesson 2

10.05 - 10.20: Break (15 mins)

10.20 - 11.00: Lesson 3

11.00 - 11.05: Break (5 mins)

11.05 - 11.45: Lesson 4

11.45 - 12.00: Break (15 mins)

12.00 - 12.40: Lesson 5

12.40 - 14.00: Lunch

14.00 - 14.40: Lesson 6

14.40 - 14.45: Break (5 mins)

14.45 - 15.20: Lesson 7 (Games)

15.20 - 15.25: Break (5 mins)

15.25 - 16.05: Lesson 8

16.05 - 16.30: Form Time, PSCHE and Pre-test Practice

16.30 onwards: Private Study/Assignments for top two years



The Four S's

The following thought structure will help us create a healthy, well-balanced environment. They are the "Four S's":

Set-up

A child's working space should be distinct from areas in which they usually relax, if possible. It should be clear of clutter and distractions and please try to limit any background noise that can interfere with the lessons. The children will need to have access to charging points for devices, as well as strong Wi-Fi. Please encourage the children to drink water whenever possible throughout the day but keep all other refreshments for break times and lunch times. We encourage the children to dress for school but clearly this does not have to include school uniform! The children will be expected to write and record during their lessons so please ensure they have stationery and paper with them.

Structure

The day should be structured. By following the school's distance learning timetable as closely as possible, pupils will have set times for breaks, meals, exercise and socialising. The children should have no reason to send messages to each other through the Teams chat forum during lessons unless asked to do so by their teacher. Similarly, the teachers will be the only people who will change the class set up on Teams. There will be a five-minute break in between lessons for the children to stretch their legs, go to the loo or refill their water bottles, as there would be at school. The teachers will record their lessons and these will be saved in the chat stream on Teams for access at a later date or for reference by children in different time zones.

Socialising

Each day should allow time for pupils to socialise with other people, whether at home directly, or remotely on social media or the telephone. As humans are innately social beings, children will suffer if they are not given the opportunity to chat to their friends. As well as their own methods of socialising, there are opportunities on Microsoft Teams for the children to engage with each other throughout the school day.

Shut-down

Devices should be turned off for distinct periods during the day and in the evening to allow for conversation, reading and family interaction. We recommend that pupils have time away from screens during their morning break, lunchtime and afternoon games sessions, as well as once their academic studies are complete for the day. Restrictions on screen time are vital for maintaining good mental health.



Learning Support

Please contact the SEN department via the school office to discuss learning support. We would like to help as much as is possible on this front. If at any time you become concerned that your son or daughter may need some additional support, please do not hesitate to get in touch directly with any of the Cottesmore team or your child's support network.

Music and LAMDA

Please contact our peripatetic teachers to organise your regular individual music and LAMDA lessons:

Mr David Thomas Curd BAGPIPES tomthebagpiper@mac.com	Katherine Hogg FLUTE SAXOPHONE & CLARINET hoggkatherine@gmail.com
Ms Jo Bailey PIANO jobailey21@hotmail.com	Mark Bradbury SINGING mark.bradbury@me.com
Mr Steve Baxter GUITAR thefatbaxter@gmail.com	Emily Mitchell PIANO emilymitchell108@gmail.com
Mr Chris Newport WOODWIND christophernewport@googlemail.com	Mr Mike Kelly PERCUSSION & DRUM KIT theboykelly@gmail.com
Jayne Whitaker SINGING jayne.whitaker27@gmail.com	Robert Tuson VIOLIN rob_tuson@hotmail.co.uk
Mike and Gael, JN Theatre Group LAMDA jntheatregroup@sky.com	



The Cottesmore Award

The Cottesmore Award is a life skills and co-curricular challenge, much like the Duke of Edinburgh Award without the hiking. There is a gold level, a silver level and a bronze level which have been designed specifically to encourage and reward participation in a host of life skills and co-curricular activities (activities outside of the classroom). The activities on the list include things like writing a letter to a politician, changing a tyre, knot-tying, cooking, learning a language other than French or Latin, or reading with a younger sibling.

In between lessons and other activities, this will be an excellent programme to follow, to fill in the gaps. Mr Ellis is in charge of the Cottesmore Award and will be updating the list in recognition of this specific situation.

Recognition of effort

We want to be able to see the children achieve and make progress in everything that they do. We will be able to monitor their progress through every assignment and challenge that is set and the children's Form Tutors and Pastoral Tutors will be keeping a close eye on the speed and range of their successes. The usual system of Stars and Show Ups will continue.



Pastoral Care

Form Tutors

The role of the Form Tutor is to ensure the academic and pastoral wellbeing of their Form and we feel that it will be beneficial from a mental health perspective to have a brief meeting daily both from an academic and pastoral perspective.



The Happiness Charter

We have a well-tried system of checks and balances so that children always have someone special they can talk to or confide in.

A copy of Cottesmore's Happiness Charter will be sent to you, reminding your son or daughter that there are many people to whom they can turn.

There is a strong network of Pastoral Care at Cottesmore; the following are some of the avenues for communication and care - these include, but are not limited to:

- The Form Tutor
- The Pastoral Tutor
- The Teachers
- The Head
- The Head's Wife
- The Designated Safeguarding Lead
- The Independent Listener
- The Deputy Head
- The School Counsellor
- The Kindness Council
- The School Council



School Counsellor

Sophy Chetwood sophy.chetwood@btinternet.com, the school counsellor, remains on hand to provide counselling support to any children who require her services. Please feel free to either contact her directly at the email address above or through the School Office and in conjunction with Mrs Rogerson or Mr Revill.

Some Questions

Will every piece of work be done on a computer? No. Pupils will receive tasks via Teams, but not all will have to be completed on a computer or device. Some may require writing in an exercise book, drawing in a sketchbook, or having a go at some physical exercises in PE!

Will every lesson be live? Tasks set on Teams ensure that every pupil receives the same learning experience. However, certain teachers may plan a 'live' lesson for their class if they feel that it is necessary. This will be communicated well in advance so that as many pupils as possible can attend. We will ensure that, if your child is not able to attend a 'live' session, that they will be able to access a recording of the live lesson, so that they do not miss out on the learning experience.

How much help can I give my son or daughter? This depends on the activity that has been set and the age of your child. Be mindful of the fact that in a normal classroom setting the children will not usually have constant 1-1 adult supervision to complete tasks. Checking that they're on task every now and then may be wise, though.



The School Timetable

Individual timetables will be posted in SharePoint long before the beginning of term, so that the girls and boys can organise themselves if they so wish.

Ongoing planning

The above programme will be the basis of our curriculum but there will be many other additions to it as the term goes on, including intellectual, physical and creative challenges and group social opportunities, maybe even a talent contest!

Please do contact the management team if you have any queries.

Kindest regards,

The Cottesmore Team



'PREP SCHOOL OF THE YEAR'
Tatler Schools Awards, 2020/2021

'BOARDING SCHOOL OF THE YEAR'
Times Educational Supplement Awards, 2019



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