Supporting Distance Learning

A guide for parents

Contents

Introduction

This guide has been created to help parents support their children with their academic work during any period in which the school is closed. It assumes that teachers are able to deliver lessons remotely and that pupils can access their learning through the school's online tools.

Effective learning online requires teachers to adopt different pedagogical approaches in order for pupils to learn as effectively as they would in a classroom. This means that pupils will need to adapt to those new approaches, some of which may feel unfamiliar at first. It may also be the case that the teacher delivering the online learning may not be your child's usual classroom teacher. In creating new resources and methods of learning, teachers will have designed their tasks from the viewpoint of the learner, ensuring that every pupil's learning outcomes are the equivalent of those they would have achieved had they been in school.

Some activities pose a particular challenge to be delivered by digital means. For example, experiential learning through practical work in science, or group work in drama are difficult to replicate online. However, teachers will draw upon their expertise and creativity to continue to provide pupils with as rich and varied a learning experience as possible.

This guide is not intended to be definitive or exhaustive. We hope that you find it helpful in supporting your daughter or son with their academic work while they are at home. If you feel that you need further support, advice or guidance, please do not hesitate to get in touch. Your daughter or son's hsm or tutor should be contacted in the first instance.

Creating the right environment for academic work

Setting up a workspace

Pupils will find it much easier to work at home if they set up a workspace which is comfortable and free form unnecessary distraction.

A safe space to work with good ventilation, proper lighting, good ergonomics, and comfortable furniture will create a space where your son or daughter will be happy to spend their time.

If possible, aim for a space with minimal distractions and disruptions. We realise this can be challenging if others are also working at home.

A 'work base' where equipment and materials can remain undisturbed, is ideal.

Seldom used rooms (e.g. a dining room) might be better than a bedroom as a place to work.

Staying connected

Using a wired connection for a desktop or laptop computer is best, but not always practically possible. For devices using a wireless connection, consider the distance from the router and obstacles in between that can affect connection quality. Loss of connectivity can be frustrating and demotivating for learners, making it harder for them to stay on task.

Slow internet connections or demand from several people working in the household may also cause issues. Consider switching off streaming or similar services when your child is working.

Using video

Experience has shown us that live streaming lessons in a traditional sense is not always conducive to successful learning. It also poses problems when pupils reside in different time zones. Instead, teachers will be adopting new pedagogical approaches as explained above. For small groups, tutorials or digital drop-ins however, video creates a more inclusive experience and may be adopted to help your son or daughter to feel present and engaged. It can also be helpful to see facial expressions to increase connection and understanding.

When pupils are using video they should think carefully about their surroundings and what others might be able to see. Features like 'blur my background' in Microsoft Teams can help minimise distractions and protect privacy.

When using video, pupils should align the camera so their eyes are approximately 2/3 up the screen and their face is visible.

We are aware that several other platforms are available, but contact with staff by video should always be done through Microsoft Teams as this can be monitored by the school through the pupils' Office 365 accounts (see below). This is an important part of how the school ensures its safeguarding responsibility during any period of remote learning.

How pupils will receive the work they are expected to do

Show My Homework

Tasks, assignments and prep work will be given to your son or daughter through *Show My Homework*.

Show My Homework is an online platform that brings together the three core stakeholders in a school, the teacher, pupil and parent, providing them with the tools they need to support home-learning in a simple and effective way

The College introduced Show My Homework in September 2019 as a means to help pupils manage their prep and other independent work more effectively. As it has universal adoption amongst pupils and staff, it offers the perfect platform upon which to communicate with pupils regarding the work they are expected to do when learning from home.

Unlike many other tools, Show My Homework also gives parents access to their child's account, allowing you to have sight of the work your daughter or son is being asked to complete.

For details of how to log on to Show My Homework, please see Appendix 1.

On any given day, pupils should expect to receive one task for each of their timetabled lessons on that day. Teachers will make those tasks available no later than 08:00 that morning.

If a prep was due to be set during the timetabled lesson, then details of this will also be provided.

An example of how a task might be assigned is shown on the following page.

CH13C Fri April 17th 2020 Session 2 `CH13C`

Description

■ Mr J. Gilbert set this assignment for group CH13C - Chemistry

`Set on Fri 17 Apr` `Due on Wed 22 Apr`

`Draft` **Task description**

Lesson Task

1. Using your electrochemical series, predict the feasibility of the reactions as written in Q1 on the worksheet (attached).

2. For each of the reactions in Q2, select the appropriate half equations, calculate the EMF of the cell and draw an appropriate cell diagram.

3. Test your understanding by attempting the exam-style questions (attached).

You should submit/upload your written answers in your personal class notebook in MS Teams (Team CH13C) no later than 09:00 tomorrow morning (April 18th).

Prep Task

1. Complete the past paper questions (1 to 6) on redox equilibria from page 243 of your text book.

A link to the online resource *Chemguide* is provided for reference.

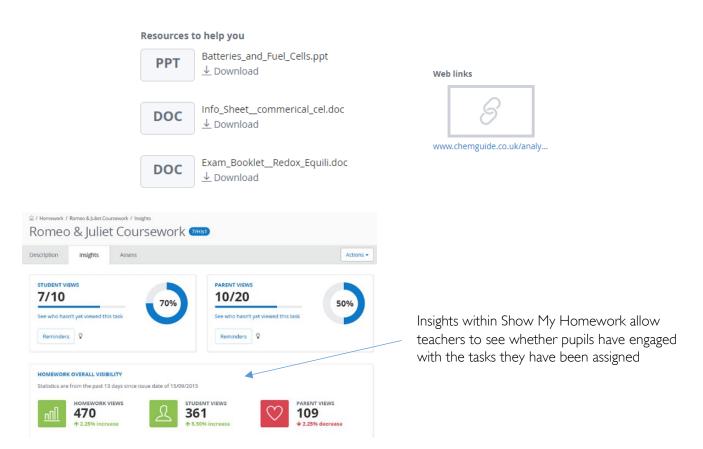**You should submit/upload your answers in your personal class notebook in MS Teams (Team CH13C) no later than 09:00 on April 22nd.**

Details of the timetabled lesson / class

Lesson task detailing what work is expected to be carried out

If applicable, details of any prep tasks which support or extend the lesson task(s)

Tasks listed in Show My Homework will also contain other information to help pupils plan their time and stay on top of their work.

Other information

- This homework will take approximately 2 hours
- Mr J. Gilbert would like you to hand in this homework via MS Teams

Any additional resources, links to relevant websites or online tools will also appear along with the task details, providing easy access to all the materials pupils will need to complete their work.

Resources to help you

PPT Batteries_and_Fuel_Cells.ppt
↓ Download

DOC Info_Sheet__commerical_cel.doc
↓ Download

DOC Exam_Booklet__Redox_Equili.doc
↓ Download

Web links

www.chemguide.co.uk/analy...

⌂ / Homework / Romeo & Juliet Coursework / Insights

Romeo & Juliet Coursework `7/His1`

Description | Insights | Assess | `Actions ▾`

STUDENT VIEWS
7/10   70%
See who hasn't yet viewed this task
Reminders ♀

PARENT VIEWS
10/20   50%
See who hasn't yet viewed this task
Reminders ♀

HOMEWORK OVERALL VISIBILITY
Statistics are from the past 13 days since issue date of 15/09/2015

HOMEWORK VIEWS 470 ↑ 2.25% increase

STUDENT VIEWS 361 ↑ 5.50% increase

PARENT VIEWS 109 ↓ 2.25% decrease

Insights within Show My Homework allow teachers to see whether pupils have engaged with the tasks they have been assigned

Completing work remotely

How pupils should complete their set tasks

For some small classes, the teacher may choose to host the lesson online using Microsoft Teams. For larger groups this may not be practical or effective (see above). For any parents that have ever been involved in a multi-user conference call, you will understand that adopting appropriate dispositions / etiquette are important for the call to be productive. Very little effective learning can take place if 20 pupils are vying to have their voice heard.

When in school, lessons occupy 50-55 minutes of timetable time. When working at home and without the direct supervision of the teacher, it is not realistic to expect pupils to work flat out on their assigned tasks for this length of time.

'Normal' lessons are planned with a variety of activities to help pupils learn and to maintain their engagement. Lessons are also partitioned with time assigned for knowledge acquisition, skills development, practice, reflection, assessment and feedback. Activities delivered remotely are no different in this regard so teachers will structure tasks in a manner to help scaffold the way pupils will be learning. This means that there might be, for example, two 20-25 minute tasks, or three 15 minute tasks for your son or daughter to complete. The tasks should be manageable within the 50-55 minute window pupils are familiar with. During the 50-55 minutes when the lesson is normally scheduled to take place, the teacher will be available to provide support. The teacher will monitor the conversation space within the class team in Microsoft Teams for this purpose. Pupils can post questions for the teacher to respond to, and learn from the questions being posed by others. It is not mandatory for pupils to participate this way as it may not be practical to do so (see below).

Minimising potential disturbance

We are often asked whether pupils should be allowed to listen to music when completing tasks in their own time. This is really a matter of personal preference – for some pupils, quiet, unobtrusive music can help them maintain their concentration, particularly when completing a creative task. For others however, it is distracting and diverts their focus away from the task in hand. If your child is unsure, then we suggest that they avoid doing so.

All other sources of disturbance should be kept to a minimum. As would be the case in a lesson in school, mobile phones should be switched off or silent (preferably away from the workspace) and messaging services on devices should be disabled.

When pupils should complete their set tasks

As described above, teachers will be available to support pupils during the times when they would normally be in their lessons. We understand however, that it might not always be possible for pupils and their families to structure their day around these times, particularly if several people in the household are working from home, or access to technology is shared. There is a general expectation that any **lesson tasks** will be completed **during the day that they are set**. Prep tasks should be completed by the submission date signposted by the teacher in Show My Homework.

Thus, it is not essential for pupils to complete tasks when the lesson would normally take place. For further information on how you can help structure your child's day, please see the section below, *helping your son or daughter manage their time*.

How pupils should submit their work

The College offers a very broad curriculum which makes it impractical to prescribe a single method by which pupils should submit work to their teachers. For example, submitting evidence of work done in English may differ greatly from that done in music technology. When teachers set tasks in Show My Homework, they will detail how the pupils should evidence the way in which they can demonstrate that they have completed their work (see example above).

Remote access to the College network (Citrix)

Citrix provides pupils with access to a virtual desktop PC as though they were sitting at a desk on campus. If there is a piece of software or productivity tool that is needed to complete a task that the pupils cannot reach by other means, then it can be accessed this way.

For details of how pupils can access their remote desktop, please see Appendix 1.

Using Microsoft Office 365

All pupils have a Microsoft Office 365 account which gives them access to all the productivity tools that they are familiar with when working at school. These include things like Microsoft Word, Excel, PowerPoint and their school email accounts (Outlook).

Their Office 365 accounts also provide pupils with significant volumes of cloud storage (OneDrive) which is accessible to them through all their internet-enabled devices.

For details of how pupils can access their Office 365 accounts, please see Appendix 1.

Using Microsoft Teams

As described above, teachers will inform pupils of the most appropriate method by which to submit work or evidence the completion of the work they have been set.

The one platform where all pupils will have a consistent means with which to submit their work / interact with their teacher and classmates is Microsoft Teams, part of the Office 365 suite of applications.

Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage (including collaboration on files) and application integration.

Teams has become the default platform to host remote working for schools and many other organisations.

Teachers will have created a class 'team' for all the classes they teach. This provides a collaboration space for pupils to interact with their teacher and their classmates. Within the team there will be a shared **class notebook** (see below) which provides the teacher with a space for the class to work as a collective. Similarly, each pupil will have their own personal 'class notebook' through which they can work with their teacher privately to submit work and receive feedback. Workbooks are available to pupils through OneNote, their One Drive and Teams, all within the Office 365 environment.

Similarly, each teacher's tutor group will have a tutee 'team' within which to huddle as described below.

For details of how to access Teams within Office 365, please see Appendix 1.

Your OneNote Class Notebook is a digital notebook for the whole class to store text, images, handwritten notes, attachments, links, voice, video, and more.

Each notebook is organized into three parts:

1. **Student Notebooks** — A private space shared between the teacher and each individual student. Teachers can access every student notebook, while students can only see their own.
2. **Content Library** — A read-only space where teachers can share handouts with students.
3. **Collaboration Space** — A space where everyone in your class can share, organize, and collaborate.
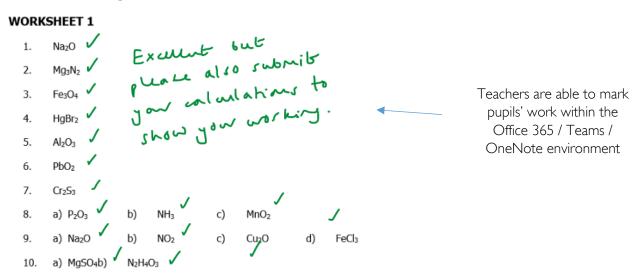

OneNote class notebooks within class teams are the perfect place for teachers and pupils to collaborate online

Marking and assessment of pupils' work

In keeping with the tasks set in a 'normal' classroom lesson, teachers are not expected to assess every lesson task set remotely. For prep assignments, teachers will mark and assess pupils' work in a manner that befits the task set, in keeping with the school's and each individual department's marking policies. For classes in which pupils are being prepared for public examinations, marking and assessment will reflect the learning objectives and assessment criteria for those exams.

Where possible, teachers may mark and return work in digital form, for example by using inking tools, or mark-up within the Office 365 suite of applications. Other platforms may also be employed similarly. Teacher feedback should be informative and developmental in the same way as would be expected were pupils in school.

ANSWERS TO QUESTIONS ON EMPIRICAL FORMULAE

WORKSHEET 1

1. Na_2O ✓
2. Mg_3N_2 ✓
3. Fe_3O_4 ✓
4. $HgBr_2$ ✓
5. Al_2O_3 ✓
6. PbO_2 ✓
7. Cr_2S_3 ✓
8. a) P_2O_3 ✓   b) NH_3 ✓   c) MnO_2 ✓
9. a) Na_2O ✓   b) NO_2 ✓   c) Cu_2O ✓   d) $FeCl_3$
10. a) $MgSO_4$ b) $N_2H_4O_3$ ✓

Excellent but please also submit your calculations to show your working.

Teachers are able to mark pupils' work within the Office 365 / Teams / OneNote environment

Teachers will continue to record pupils' progress and report such through the electronic Report Card (eRC) system.

Pupils experiencing difficulty – where to get help

Subject teachers and peer support

Within the conversation space in the Microsoft Team set up for each class, pupils have the opportunity to raise questions for their teacher on any topic/area in which they feel their learning is insecure. Equally, pupils can use digital drop-ins (see below) or email any questions to their teacher using their College Outlook email account. Please make sure that your daughter or son **only** uses their College email account and the teacher's school email address when communicating this way.

We also encourage pupils to try to help one another when working remotely. Checking in with their classmates is a great way for pupils to make up for classroom interaction, time spent in house, conversations in the dining hall or any other social interaction that they would normally have if they were in school.

Tutors

Tutors and hsms will continue to provide close support to pupils when they are working from home. For further information, please see the section below, *pastoral support and digital huddles.*

Digital drop-ins

The opportunity to work directly with a class teacher is a crucial part of any pupil's learning. For every class taught, the teacher will provide a digital 'drop-in' service at published times during the week. The teacher will post these times in the conversation or collaboration space for that class in the Microsoft Teams group for each class that they teach.

Should your daughter or son have any questions regarding their assigned tasks or teacher feedback, they can dial in to the drop-in and speak directly with the class teacher and any other classmates that have chosen to join in. Not only does this provide face-to-face individual or collective feedback, but also serves as another opportunity for healthy, supportive interaction between classmates and their teacher.

Digital drop-ins are class tutorials which provide a more inclusive experience and may be adopted to help your son or daughter feel present and engaged

Hearing a voice or seeing facial expressions helps to increase connection and understanding

According to their preference, pupils can join the drop-in through audio or video interaction. Should they choose to join via video, then we suggest that they take sensible precautions to protect their privacy as described earlier.

Digital drop-ins may also be employed to fulfil some of the wider enrichment pupils enjoy when they are in school. For example: Mentors supporting pupils with their Extended Project, Arts Gold or D of E preparation; advising pupils on UCAS, medicine or Oxbridge applications; academic extension, or any of the other myriad ways in which pupils feel that the support they need is available to them.

Pastoral support and digital huddles

One of the most difficult challenges the College faces is continuing to provide meaningful pastoral support to pupils while they are away from school. However, this is not a responsibility that the school feels it should abdicate to parents who are equally busy and may be similarly pressured by their own need to work from home. hsms will make telephone contact with families at least once a week.

Digital huddles

Similar to the class teams created for each group a teacher teaches, tutors or hsms will create a tutor 'team' for their tutor group. This provides an online space for a small group of pupils from the same house and same year group to share their experiences, thoughts and opinions, all managed by a teacher or hsm who knows them well.

Tutors will host digital huddles for pupils to meet online with their housemates and receive pastoral support, school notices and any other useful pieces of information they might need

The tutor 'team' affords pupils the chance to *huddle* by having a quick catch-up, share their highs, lows, successes and frustrations, or catch-up on the latest news, football transfers, celebrity gossip or whatever other interest fuels their conversation. In addition, the individual 'tutor notebook' within each tutor team will be a means with which pupils will be required to record and report on the progress they have made against the tasks their teachers have set each day. In so doing, tutors maintain an oversight of how well pupils feel they themselves are performing academically and coping in terms of their wellbeing.

Every week, tutors will schedule a time for their tutees to huddle and will post those times within the conversation space for their tutor group in Microsoft Teams.

The daily log

Within each tutor group team in Microsoft Teams, a section of each pupil's private class notebook will serve as a daily log. The daily log contains a simple pro-forma for the pupil to complete at the end of the day. This is an important means by which tutors can keep track of their tutees' progress by reading a short reflection on how the pupil feels they have coped with the tasks they have been set that day.
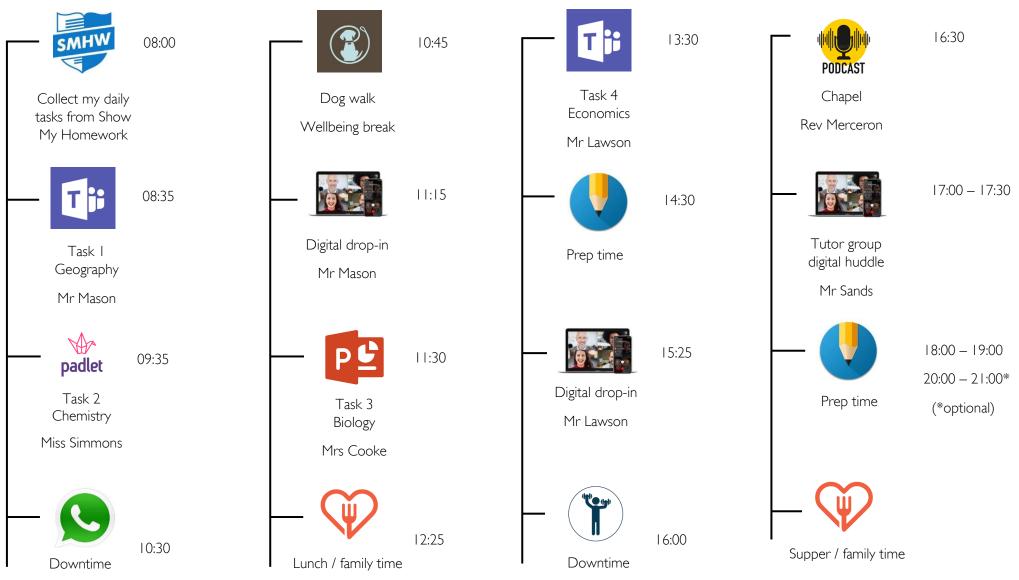
Helping your daughter or son manage their time

Ordinarily, the routine of timetabled lessons provides the structure that every pupil needs to navigate their way through the school week. Without that structure, by far the biggest challenge that faces pupils and their families is ensuring that pupils stay on top of their prescribed work while working from home. While it may seem simple to map the school day onto a day working at home, as described in the section *when pupils should complete their set tasks*, the varying needs of individual families means that it is not possible to assume that each child's day could unfold that way.

Thus, we as parents or guardians (particularly of younger pupils) must help our children structure their day accordingly. Tutors can also help provide suggestion. An example is shown on the next page.

Learning Remotely

My digital day

EASTBOURNE COLLEGE

08:00 — Collect my daily tasks from Show My Homework

08:35 — Task 1 Geography — Mr Mason

09:35 — Task 2 Chemistry — Miss Simmons

10:30 — Downtime

10:45 — Dog walk — Wellbeing break

11:15 — Digital drop-in — Mr Mason

11:30 — Task 3 Biology — Mrs Cooke

12:25 — Lunch / family time

13:30 — Task 4 Economics — Mr Lawson

14:30 — Prep time

15:25 — Digital drop-in — Mr Lawson

16:00 — Downtime

16:30 — Chapel — Rev Merceron

17:00 – 17:30 — Tutor group digital huddle — Mr Sands

18:00 – 19:00
20:00 – 21:00*
(*optional) — Prep time

Supper / family time

Should they wish to, pupils can still use their normal lesson times to work on the tasks they have been set. As teachers will be monitoring their class teams during those times, many may choose to manage their time this way.

Securing your child's wellbeing and maintaining balance

The College curriculum provides pupils with a healthy balance of work, rest and play. Spending time with friends in their house, the dining hall, in sports teams, CCF, the choir, orchestra or drama productions are all examples of how pupils maintaining their equilibrium and wellbeing.

Working from home makes it more difficult for pupils to find their balance through these means so they must be encouraged to find other ways to step back and focus on their health, wellness and mindset. As shown in the example above, your daughter or son should try to create and protect space in their day to communicate with their friends, exercise, spend time with family members and, where possible, spend time in fresh air away from their workplace. Eating well and getting a good night's sleep will also make them more productive during the day,

If you are working from home, help your child by modelling the right habits for remote working and if possible, structure your own day to align with, or complement that of your son or daughter.

Tutor huddles and the daily log provide pupils with a place to reflect on how they are feeling. Pupils can also use the Q app (link below) to help support their wellbeing. Anxiety about their work, separation from their friends and other feelings are perfectly normal. As described above, your son or daughter's tutor or hsm will liaise directly with your child weekly and hsms will be in contact with you by telephone each week.

Links to some useful resources

We hope that you have found this guide useful. Further information regarding successful working or learning from home can be found via the links below.

The College ICT Helpdesk can be contacted 24/7 for any technical issues related to an Eastbourne College product or system helpdesk@eastbourne-college.co.uk

Information regarding the Quintillion (Q) app can be found by clicking here

Pastoral guidance can be found on the school website by clicking here

Helpful advice from Alicia Drummond's Teen Tips website can be found by clicking here

The BBC have lots of useful tips on their Bitesize website which can be accessed by clicking here

Please feel free to suggest other sources that you have found to be helpful so that we can share them with other families.

Appendix I

How pupils can access the College's online tools to support remote learning

Show My Homework

- Academic work setting, submission and reporting utility for teachers, pupils and parents
- Access SMHW by clicking the link
  https://www.satchelone.com/login?subdomain=eastbournecollege
- Sign in with Office 365 using your email address and standard password

Citrix Remote Desktop

- Citrix allows you to connect to a virtual desktop PC at the College and should only be used if your needs are not met by one of the other listed systems
- Access Citrix by clicking this link:
  https://ec-remote.eastbourne-college.co.uk/logon/LogonPoint/index.html
- Log in with your standard username and password.
- For best experience, Citrix needs a program to be installed on your device. Instructions are provided alongside the download link once authenticated

Office 365

- Office 365 is a suite of online productivity tools including Teams, OneDrive and Outlook
- Access Office 365 by clicking the link:
  https://www.office.com
- Sign in with Office 365 using your email address and standard password
- Our license includes use at home rights for the Office suite of applications.
- Click the Install Office button to download and install Office 365 Apps on your personal computer

Microsoft Teams

- Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings and file storage
- Access Teams by clicking on the link:
  https://teams.microsoft.com/
- Sign in with Office 365 using your College email address and standard password

Appendix 2

Remote learning – safeguarding and wellbeing guide for parents

(Subject to on-going review)

1. **Take an active interest in your child's learning**
   These are strange times. Your child is under your care whilst learning when they would normally be in school. It is inevitable that this is going to be even more of a partnership between home and school, for all this to work best. This situation has been forced upon us all – pupils, parents and staff need to work as a team. 100% remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. If you can, try to take an active interest in your child's learning and support them if and when they need a helping hand and / or direct them to the relevant member of staff to support them.

2. **Monitor your child's communication and online activity**
   It is important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage and insist that they remain polite, remember their manners and courtesies and never to post or send negative comments / inappropriate material, just because they are behind a computer. The school will challenge poor behaviour and will expect your support in so doing. Poor behaviour which could or does harm other pupils or where more serious rules and / or the law is broken or where the school or staff are brought into disrepute will be dealt with robustly in accordance with normal procedures.

3. **Establish a daily routine and schedule**
   As explained herein, teachers will be available online during the times they would normally be teaching to the standard school timetable for all pupils living in the UK / in close time-zones. Those in far-away time-zones will still be able to access all material to be working through but not "live" until such times as routine times are established, quite probably / importantly with you being aware. Certain aspects such as music lessons and tutorials will be published as can reasonably be accommodated. To allow flexibility with others working or learning from home, we encourage you to work with your son or daughter to help them establish their daily routines. Tutors or hsms can also provide support and guidance.

4. **Encourage screen breaks away from devices**
   Remote learning will inevitably require more interaction with computers / devices. Please support your child by helping ensure that they take breaks away from screens (e.g. daily exercise); also the need to be screen-free before bed will be even more important, given the time they are spending in front of a screen during the main part of each day.

5. **Ensure suitability of learning device and location**
   Please ensure your child is using an appropriate device such as a school issued or personal iPad or personal computer. Working on a phone is not recommended. Please help ensure that their workspace is appropriate with no personal information / effects in front of any camera. We advise the workspace being in a separate room from your child's bedroom unless there is a clearly designated workspace area within it and where the bed itself is not visible. Being able to see personal effects and / or a bed would be entirely inappropriate. Unless you are yourself engaging directly with a member of staff (e.g. during a music lesson) you will wish to ensure your privacy is maintained by being out of the camera lens, especially if your child is engaging with a class discussion.

6. **Implement safety controls and privacy restrictions on apps and software**

Most of the apps the school will be using will be cloud-based and internet accessible via transparent school passwords. Please remind them of the importance of user security – they should never share logins with other pupils. It may be that in time, the school may require some apps to be downloaded onto your / their device. Please continue to ensure that content-filtering and also anti-virus measures and user safety controls are implemented by you as standard, as the school will only be able to ensure this on networked or cloud based applications.

7. **Ensure your child only uses official school communication channels**
   It is important that all communication with teachers and school staff is directed through approved (and transparent) school channels, primarily using Office 365 Teams and Show My Homework or pupils' College Outlook accounts.

8. **Familiarise yourself with relevant school policies**
   An understanding of this e-safety remote teaching / learning policy is key. The Pupil ICT Acceptable Use Policy and the College Rules / Code of Behaviour form important underpinning safeguards for all pupils. These and a number of other relevant school policies are available on the parent portal. Please alert your child's hsm and / or tutor if you have any concerns about anything at any time. Such concerns might be the conduct of your child, someone else's child or a group or indeed a member of staff. Even though the school is operating remotely, all concerns will be taken seriously and followed up diligently and promptly.

9. **Maintain feedback with teachers**
   If your child is struggling, encourage them to engage with teachers directly – either the relevant teacher or via their tutor – to address the issue. If this does not work, we encourage you to engage with us to assist your child. Our normal method is for a pupil's hsm to be the main conduit for such communication, but under these changed circumstances, it might well be that you engage more directly with one or more of your child's teachers. We are keen to learn from any issues which may arise during this period and to improve the way we do things and aim to be receptive. We respectfully remind parents of the need for open, transparent and honest communication which has courtesy and mutual respect at its core. Please only use the same official channels by which to communicate – i.e. not communicating with staff via their personal phones, personal accounts, etc. We understand the reality that there will be times when you may be communicating directly with staff alongside your child during part of certain learning activities – e.g. music lessons.

10. **Monitor and support your child's wellbeing and mental health**
    Remote learning will mean that your child will not get the same level of social interaction and will not see their friends for a while. Please keep up a check on their wellbeing and try to encourage them to get outside as much as they can, in accordance with government regulations. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might and probably will, take its toll. Thank you for supporting them with sensible self-help strategies.

Heads of Departments

Please address any questions to your son or daughter's tutor or hsm in the first instance. For subject-specific queries, please contact the relevant Head of Department as listed below.

Art	Mrs J L A Harriott	jlah@eastbourne-college.co.uk
Art & Design: Textiles	Ms Z B Cosgrove	zbcosgrove@eastbourne-college.co.uk
Biology	Miss V Woodham	vwoodham@eastbourne-college.co.uk
Business	Mr J M Bathard-Smith	jmbathard-smith@eastbourne-college.co.uk
Chemistry	Mr D C Miller	dcm@eastbourne-college.co.uk
Classical Civilisation	Mr P J Canning	pjcanning@eastbourne-college.co.uk
Dance	Mrs K A H Reid	kahreid@eastbourne-college.co.uk
Design Technology	Mr N J Clark (Acting)	nc@eastbourne-college.co.uk
Drama	Mrs C E A Sinnett	ceasinnett@eastboure-college.co.uk
Economics	Mr J M Bathard-Smith	jmbathard-smith@eastbourne-college.co.uk
English	Mrs J E Bathard-Smith	jebathard-smith@eastbourne-college.co.uk
Extended Project	Mr S P Young	spyoung@eastbourne-college.co.uk
French	Mrs A M Millar	ammillar@eastbourne-college.co.uk
Geography	Mr S Mason	smason@eastbourne-college.co.uk
General Studies	Mrs J M Kirtley	jmk@eastbourne-college.co.uk
German	Mrs A M Millar	ammillar@eastbourne-college.co.uk
Greek	Mr P J Canning	pjcanning@eastbourne-college.co.uk
History	Mr T J Spiers	tjspiers@eastbourne-college.co.uk
Latin	Mr P J Canning	pjcanning@eastbourne-college.co.uk
Mathematics	Miss J K Lusty	jklusty@eastbourne-college.co.uk
Music & Music Tech	Mr T G Laverack	tglaverack@eastbourne-college.co.uk
Philosophy & Theology	Mr A P Wood	apwood@eastbourne-college.co.uk
Photography	Mrs S A Martin	samartin@eastbourne-college.co.uk
Physical Education	Mrs J M Simmonds	jmsimmonds@eastbourne-college.co.uk
Physics	Mrs E J Livingstone Greer	ejlivingstonegreer@eastbourne-college.co.uk
Politics	Mr R H Bunce	rhb@eastbourne-college.co.uk
Spanish	Mrs A M Millar	ammillar@eastbourne-college.co.uk
Futures	Miss S J Gordon	sjgordon@eastbourne-college.co.uk
Oxbridge	Mr D J Ruskin	djr@eastbourne-college.co.uk
Deputy Head (Academic)	Mr J M Gilbert	jmg@eastbourne-college.co.uk

Acknowledgements

Show My Homework, SMHW and the SMHW logo are trademarks of Teachercentric Ltd. trading as Satchel (Show My Homework) registered in England and Wales, company number 06055034, London, United Kingdom.

Microsoft® productivity images, images used for digital drop-ins and digital huddles are taken from the shared Microsoft presentation *Guide to Working from Home*. March 2020. Some text is also taken from this slide deck.

Workspace image by Christian Lambert at Unsplash www.unsplash.com

Office 365, Office, Word, PowerPoint, OneNote, OneDrive, Teams and tiles representing other Microsoft productivity tools are trademarks of the Microsoft Corporation, Redmond, Washington, USA.

The Padlet logo is a trademark of Padlet®, San Francisco, California, USA.

The WhatsApp logo is a trademark of Facebook® Inc. Cambridge, Massachusetts, USA.

This guide was produced in association with Elite Academics Ltd. www.eliteacademics.co.uk

EASTBOURNE
COLLEGE