

## Note from Mrs Christian on Remote Learning and Enrichment

Welcome back to the summer term @HOME. We would like to congratulate the boys on the enthusiastic and responsible way in which they have started off the new term. It is particularly encouraging to see the way in which they have responded to issues which have arisen as a result of learning remotely. We acknowledge that every household's situation is entirely unique, and that there are many things to be factored in, not least Wi-Fi, computer availability, space to work, siblings, and of course, the fact that it can be tiring working in a situation where everything is new. We all seem to be on a joint steep learning curve, and acknowledge that this can be tiring for some, however hopefully it will start to level off a bit very soon!

I hope that the boys have enjoyed the opportunities extended to them via the Independent Enrichment Activities programme. These double-period slots of time within the weekly timetable are designed to meet the needs of the individual, and thus comprise four broad categories of activities, from which they may choose. Boys are not required to choose an item from each section, although this may help them plan their opportunities. These can be seen in the table below (at the bottom of this section) as well as being on the **PS Timetable - Summer 2020** document. These documents are all contained within the Bedford@HOME document, however I thought I would add some extra details for you today.

### Remote Learning - useful links

Just a reminder that all information relating to remote learning can be found on [firefly here](#), some links to the pages therein:

- [Remote Learning – “Bedford @ Home”](#)
- [PS Timetable - Summer 2020](#)
- [Independent Enrichment Activities Programme](#)
  - [General Activities Sheet](#)
- [Guidance for parents & boys](#)
- [Rules for Remote Learning](#)
- [Who to talk to if you're worried](#)
- [Headmaster's assemblies](#)

**Academic Enrichment:** boys may choose to extend their knowledge and understanding of any topic stretching across our broad curriculum or indeed beyond it. Collaborative projects allow boys some time to work in a group which we feel is beneficial, socially as well as academically

**Skill development:** boys should certainly be following the “little and often” mantra which we recommend when they are practising a skill. This may indeed be reading, touch typing, or practising their instruments. There are other ideas in there, too, such as taking part in the Inspiring Digital Enterprise Award, something which the boys in the Upper School do, and which is being introduced to boys in Years 5-8 by Mr Milton.

**Wellbeing and exercise:** boys should not underestimate the importance of doing things which keep them feeling positive and well during this period of remote learning. Exercise relaxes some, listening to a story (or maybe a documentary) relaxes others. Often, this involves spending time with their friends so a game of chess online might be a good idea.

**Future Skills Journal:** Boys are being introduced to this new and exciting journal over the next few days by their Heads of Years, PD teachers & tutors. It is a way of enabling them to record and reflect. We believe that adding to this journal on a regular basis is the best way to use it. It is stored within Google Classroom, and is a wonderful and truly personalised document which we hope will allow boys to reflect on what they have achieved personally, during this period of remote learning. There are two main sections:

- First a section where the boys can keep a blog (internal diary record) of the activities they have done that week in their enrichment time. They could also upload videos of themselves, too, as a Vlog.
- The second section has a page for each of our five Future Skills. Boys are encouraged to refer to this and write in it examples of where they feel they have demonstrated (or used) this particular skill.

We feel that boys will benefit even more by taking part in this reflective process, not least because it improves self-awareness and the ability to transfer skills to other areas of their life and learning.

Finally, within the **Future Skills Journal** is the link to the **General Activities Sheet** (link above), we believe that this contains the very best of what is on offer for curious minds, not just in the UK, but globally. There are projects, and links to things to do from companies such as: NASA, The Scouts, The National Trust (50 things to do before you're 11 ¾), The Woodland Trust, The British Museum, The Natural History Museum, The Jorvik Centre, and even a live Panda Cam at San Diego Zoo! There are also plenty of other zoos and museums to visit, national parks too, and we have a Y8 boy already teaching himself Hebrew via some of the language websites available. It also contains the links to all of the celebrity lessons (such as Geography with Steve Backshall, English with David Walliams, and Science with Professor Brian Cox - amongst many others!). Anything explored on this General Activities Sheet can then be documented, shared and reflected via the Future Skills Journal. There are hardly enough hours in the day!

Academic Enrichment	Skill Development
<ul style="list-style-type: none"> <li>• Work on a collaborative presentation with 1 or 2 other boys ideally, or alone, to be presented at a later date to the Tutor Group, or shared with a teacher. Topic of choice (could be linked to a subject, or something completely new which you've watched a documentary about, for example)</li> <li>• Do a project on your own or with a friend (<a href="#">Use Tom Sherrington's Universal Project Guide</a>)</li> <li>• Attend a clinic if your teacher suggests (eg Maths, Mrs Rossington)</li> <li>• Access activities to enrich learning further, such as: Visit a museum (virtual) or national park (online). <a href="#">General Activities Sheet</a></li> <li>• Topic Mini Projects (main encouraged activity for Y3&amp;4)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise ¼ hour minimum / day (musical instrument or singing (30 mins if you are studying Grade 4+))</li> <li>• Reading (½ hour minimum per day)</li> <li>• Accelerated Reader Quizzing (via Library link in Firefly)</li> <li>• Touch typing (¼ hr per day)</li> <li>• Learn a new skill (sign language, how to play chess, cooking, Inspiring Digital Enterprise Award etc.)</li> <li>• Practise something new such as Stop Motion Video using the Stop Motion Studio App endorsed by Tim Peake</li> </ul>

### Wellbeing and Exercise

- Continue working on your House Art project
- Listen to a free story on Audible  
<https://stories.audible.com/discovery>
- Extra fitness development or skills training
- Play online (cognitive) games such as Chess or Scrabble (maybe with a friend). [eChalk](#) has Chess.
- Make a cool Reading Den and ask someone to take a photo of you in it! (younger boys)
- Joe Wicks Daily Workout

### Future Skills Journal (FSJ)

- Add to your personal **Blog** in your FSJ about the Future Skills you are developing during this period of remote learning. Try to choose skills from each of the 5 values in a typical week
- Make a **Vlog** about something you've done and link it to your FSJ
- Add some reflections to your FSJ
- Be **curious** : explore some of the websites and activities on the [General Activities Sheet](#) for ideas of things to explore further
- Be **curious**: watch a documentary on something you want to find out more about (eg on iPlayer, Planet e-Stream)