



NEWSLETTER

13th November 2020

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Useful Dates

16-20 Nov	Year 12 Formal Assessment Week
16-27 Nov	Year 11 Mock Exams
21 Nov	Duke of Edinburgh Kit Return Day 10am to 2pm
27 Nov	Year 11 PSHE Day

Dear Parent/Carer,

Welcome to our first newsletter of term 2 and our fifth of the academic year. In this edition I have included the first of several updates for parents on our post school closure 'Catch up Strategy': every school is expected to have one and for it to be shared with Ofsted should they visit this term. There is a lot to tell you so I have decided to do that over several editions. I hope this edition – an introduction – is of interest. Any feedback is, as ever, welcome.

On more immediate cold weather matters you may also recall that we are advised by the Health and Safety Executive to keep windows and doors open throughout the school. Obviously, we have the heating on and are running up quite a bill, but

students are telling us that some rooms are still feeling a bit cool. We appreciate that they may want to wear something warmer in the classrooms. To that end, we have agreed that students may wear a plain white T-shirt or base layer, long or short sleeved, thermal or otherwise under their shirt, a plain black V necked jumper and their blazer. That means potentially four layers of clothing, which should make a real difference. Furthermore, some rooms on some days may still be really cold and it will be at the teacher's discretion to allow students to wear their coats in the room.

Kind regards,

Mrs J Smith
Head of School

STOP PRESS - KSHS COVID HOTLINES

We are constantly evolving the systems we are using to ensure the self-isolation or Covid positive status of staff and students is shared in a timely way with the right people. From today please make a note of the following:

Self-Isolating student

To alert us to the fact that your child is self-isolating (but has not yet tested positive) please phone or email school in the normal way enquiries@kshs.uk or **01529 414044**.

Your message will be picked up in school hours and teachers will be informed that morning that work needs to be set remotely.

Covid Positive student

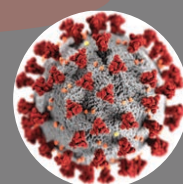
To alert us to the fact that your child has tested Covid positive in school office hours (8am - 4.30pm) please phone the school directly on **01529 414044**.

To alert us to the fact that your child has tested Covid positive out of school office hours please email **Covid19@kshs.uk** or phone the hotline number **07702 899413**.

Member of the household positive

If a member of the household has tested positive, other than the student, please simply contact us using the email address enquiries@kshs.uk or call the main office on 01529 414044. There is no need to call the hotline number.

Apologies for updating the details we sent out to you before half term. We are just trying to prevent staff across both schools in the Trust needing to respond to emails all weekend/evening.



PA TO HEAD OF SCHOOL AND ADMISSIONS OFFICER

Many of you will have had communications with Mrs Helen Gill during your child's admission to, and time at, the school. As Admissions Officer and as my Personal Assistant her contribution to the smooth running of the school has been invaluable. She begins her early retirement today and we wish her the very best for the future. Mrs Yvette Edwards takes over the position and can be contacted from today at Yvette.Edwards@kshs.uk.

Mrs J Smith
Head of School

*thank
you*



welcome

Hello, my name is Mrs Yvette Edwards and I am the new PA to the Head of School and Admissions Officer. I have moved from Carre's Grammar School so still part of the Robert Carre Trust. I enjoy yoga, swimming and going to the gym but I also like eating cake! I was a pupil at Kesteven and Sleaford High School for Girls many years ago and am excited to be part of the team looking after the current and prospective students and members of staff.

Public Transport

We have been asked by Lincolnshire Police to advise students that when waiting for public transport at the end of school, particularly at locations where it is difficult to socially distance such as the Market Place, they should ideally wear a face mask to reduce the risk of transmission of the COVID-19 virus. In addition to this, they should also try to remain within their year group bubble and minimise contact with students from other year groups and schools. We would be grateful if you could reinforce this message with your daughter/son.

Thank you.



Go Make a Difference

Go Make a Difference (GoMAD) in Tanzania is a small charity working in the poorest region of Northern Tanzania on the edge of Lake Victoria. Our Finance Director, Mr Jeremy Green, has in a personal capacity played an active role in fundraising for them for several years.

Like many charities GoMAD has had a tough year. Their fundraising income has dramatically decreased since the onset of COVID-19. Most of their fundraising income is normally from volunteers going out to join the charity in Africa. In 2020 all of the trips to Tanzania were cancelled and 2021 looks like it may be equally difficult.

Throughout this year GoMAD has continued to deliver its projects that genuinely make a difference to people's lives. They have continued to provide urgent medical care, support schools to improve education, water tanks to provide clean drinking water and plant trees to enable farmers to grow their way out of poverty. At the moment, one of the biggest problems in the villages is the increase in the number of malaria cases. In response to this, GoMAD have increased their malaria testing and treatment.

With Christmas approaching GoMAD are very excited to announce the launch of their online gift shop:
<https://www.gomakeadifference.co.uk/gift-shop>

The gift shop has a selection of charity gifts, from mosquito nets to goats, period packs to malaria testing & treatment kits and there are also trees available. The gifts are very reasonably priced (e.g. £5 malaria treatment & period packs) and with each gift, you will be sent a gift card or e-card for you to pass on to your friends or family. These charity gifts are more than just gifts, they transform lives. All money raised through the online gift shop will go directly to the projects.

Thank you for any support you can offer.

**GO MAKE A
DIFFERENCE**
IN TANZANIA

KSHS' Catch-Up Strategy – A Parent's Introduction

The Government 'Catch-Up Funding' Grant

Before schools reopened to some students last June the Prime Minister announced that each school would receive some 'Catch up Funding' to support its students in the wake of school closures. Most schools therefore spent last summer term considering and last half term planning how the modest grant could be spent most effectively to support the largest number of students.

Whilst some schools' strategy amounts to a series of afterschool 'extra' lessons for students to opt into we feel that that this alone isn't the way to make sure the right support benefits all students, tackles academic progress alongside mental health and wellbeing or reaches those most in need of additional academic support.

Over coming weeks I will share with you what our planned strategy means for your daughter or son.

This introductory piece, however, aims to debunk some of the myths in the media and hopefully offers some reassurances that belie some of the more dispiriting media headlines about students' literacy and numeracy skills falling behind or exam syllabuses not being covered. As a staff, despite awaiting further information from the Department for Education about the summer examination series, we feel quietly confident that the vast majority of our students across year groups are well on track and that our plans are well targeted to support those who may need extra support to be so.

Our School Context

As staff and school leaders we know we are extremely fortunate to work with such engaged students who largely enjoy the challenges of acquiring new knowledge and demonstrating their understanding of it. I am also hugely grateful to have a committed staff many of whom worked harder than ever during the school closure period to keep their students on track albeit remotely. The sum of these two parts mean that school closure didn't mean a hiatus in learning for High School students.

From the very first day of closure in March, meaningful work was set for students to do. This work followed adapted Schemes of Learning which were reordered in many subjects and year groups so that 'harder' topics were scheduled for when students were back in school and 'easier' concepts were delivered through remote learning. We didn't set 'busy work' rather we adapted the curriculum and

challenged students to keep building their knowledge.

In our school context this was a realistic aim and it meant that by the end of the summer term and due to the regrettable absence of the summer term extra-curricular programme we typically run (which includes school trips, field work, sports days, and a range of other additional whole school events) many teachers were actually commenting that their classes were ahead of where they would typically be in their schemes of learning.



Student Tracking

Our students' engagement logging throughout lockdown meant we were able to track students' participation in learning and promptly contact parents where students weren't completing work to offer additional support, home visits, video calls and the supply of IT or other equipment to help students reconnect with their learning.

Last half term we added to this information about each student by tracking understanding (rather than simply engagement) of the concepts covered in lockdown and have used it to identify students who need some targeted extra support. In some years and subjects those programmes have begun, in others they are timed for January.

Assessment Post-School Closure

Testing students to ascertain their knowledge has not dominated our teaching time however – we have been keen to use lesson time to revisit lockdown learning or teach the content of the reordered schemes of learning as described above. This way we know that we are using the time to cover any lost ground and consolidate any knowledge and skills needed for future success without over burdening students with additional attendance demands.

Whilst some year groups (like Year 12 and 13 have had more formal assessments and Year 11 have their mock examinations next week) we have used a lot of 'low stakes' testing – quizzes, lesson starter activities, short written assignments and homework assignments to gauge understanding. Often this is seen as more 'fun' learning by students and removes pressure to 'perform' across subjects and the feeling of always having a test to prepare for – not the way we wanted students to feel after being out of school for so long. This doesn't mean a whole change of usual assessment approach in school, simply a more sensitive consideration of what it feels like to be a student in these current times, we hope.

What about those who couldn't engage in learning during lockdown?

For a smaller number of students, we know that prolonged school closures meant it was difficult to maintain motivation or momentum with learning. Many of these students were encouraged to join us in our key workers or vulnerable student programme throughout March–July and of course Year 10 (now Year 11) and Year 12 (now Year 13) had a season of in-school face to face teaching as soon as we were allowed to bring students back in June/July.

Access to IT was gauged in a parent survey (and was reassuringly much higher than we had initially understood), laptops were supplied to some of our disadvantaged students and we became an early adopter amongst schools of Microsoft Teams for assignment setting, resource sharing, engagement monitoring and live lesson delivery. Significant further investment in IT (£70,000 at KSHS) took place over the summer making live lesson delivery even more stable since September.

The Summer Support Programme

All Key Stage 3 students were invited to join us for a morning or afternoon session before term ended and were given a Summer Support Booklet charting priority tasks before the start of their next academic year. We have been really impressed by how these were adopted by students during their summer break.

What does the data tell us about our students' progress?

Last half term senior staff spent a lot of time listening to subject leaders and students:

Each subject leader met with me and separately with their senior team line link to discuss:

- Students' engagement and understanding in their subject
- How at subject level they were planning to identify and help the students who needed to catch up
- What the longer-term effects on student of the lockdown might be
- How they were planning to mitigate those by using curriculum time strategically

We reviewed engagement logs, scrutinised tracking data and asked Year 11 students to complete a survey on the quality of live lessons during their period of self-isolation as well as asking them to rate their confidence in each of their subjects. A triangulation of all this information has led to our whole school small group tutoring sessions in Maths and English for Year 11 starting straight after the mock exams whilst at

department levels lots of subjects are already using some breaktimes as well as lesson time to target other year groups. The data also helped shape our October staff training day and our school and subject development plans, which are routinely scrutinised by the Local Governing Body.

What's next?

There is no denying that school closure was disruptive to all our students. This article has focused on where we are now and in other editions of the newsletter we will share with you:

- Our strategy for promoting good mental health and wellbeing in our students in a Covid world
- How we are ensuring that self-isolation of students doesn't create further slowing of progress this year
- Ofqual's announcements regarding the summer exam series for Year 11 and 13 including the 3-week postponement of the start of the season and helpful syllabus adjustments in many subjects
- What departments are doing to provide the right extra support to the right students

For the moment I hope you feel reassured. We feel confident that students are at least as well placed as any of their peers nationally, to continue making the excellent progress we want for them. We think it's due to:

- Students' excellent engagement with learning programmes throughout lockdown
- High levels of self-motivation alongside strong parental support
- Smart scheduling of schemes of learning by staff between March and October
- The early adoption of 'live lesson' delivery by the school especially for Key Stage 4 and 5 students
- The design and use of the Summer Support programme by students in Key Stage 3 and 4
- The support for disadvantaged and vulnerable students in our key worker programme and the use of our teaching assistants to support students 1:1 during lockdown
- Break time and future after school sessions as targeted extra learning opportunities
- Our subsequent live lesson delivery for any self-isolating students since September

As ever your feedback and comments are welcome and appreciated. Please pass on any you have via enquiries@kshs.uk.

Mrs J Smith
Head of School

MISSION: A Different Kind of Musical Christmas across the Robert Carre Trust Schools



Christmas is going to look very different this year. We won't be able to hold our usual school celebrations and carol services.

With this in mind, items that students have been preparing for both the High School and Carre's Grammar School Christmas concert and Carol service will be recorded. This means that we can still share in celebrating all the hard work, commitment, and camaraderie that this past year has taught us.

In addition, we are planning to put together a virtual Christmas celebration and we hope that as many students as possible will take part.

There are several different ways that students (and family members) can get involved:

- Record themselves singing 'Hark the Herald' – anyone can do this!
- Create a video of a performance of a piece of Christmas music, a reading, a magic trick or even tell a Christmas joke.
- Learn one or more of the choir parts and record themselves singing it.
- If students play an instrument, they can learn one or more of the instrumental tracks and record themselves playing it.



Students can submit as many performances and recordings as they like! For each performance that is submitted the student's name will be entered into a prize draw, giving them the chance to win a Christmas themed prize.

Here is a **LINK** that students can access to a full set of instructions and all of the sheet music, lyrics, and guide/backing tracks. If students submit a video, please ensure that they have media consent to appear on YouTube. We will combine everything into one concert which will be available for all students, their families and staff to watch over the Christmas holidays on a private YouTube channel. We will also share the concert with our local care homes who I know will really appreciate it.

Thank you for your help with this.



Instrumental Lessons

A recent article in the Student Times explains how the benefits of learning a musical instrument during the current pandemic can improve brain function and relieve stress.

Our instrumental lessons continue face to face (or online if isolating) with full mitigations in place. If you would like your daughter to learn an instrument we can offer the following from the Lincolnshire Music Service:

- Flute
- Oboe/Bassoon
- Brass (trumpet, horn, etc)
- Viola / Cello / Double Bass
- Clarinet
- Saxophone

Or directly through KSHS:

- Singing
- Piano
- Violin
- Drums
- Guitar



If you are booking lessons from the Lincolnshire Music Service this can be done directly through the online app at: uklincsmusicservice.speedadmin.dk/registration

Lessons provided by KSHS can be booked via the form on Weduc or by completing a form available from Reception.

The Music Department

A updated message from **TESCO**

We continue to work with our neighbours during the pandemic to help ensure the continued safety of the community, and in this regard we would like to inform you of TESCO's review of their policy.

With immediate effect TESCO will welcome students into their store to buy food for their breaktimes and to do shopping for their families at the end of the day. The management of the store would like students to respect the social distancing rules, not come into the store in large numbers, and only go into the store if they have an intention to buy food. TESCO management has stressed that its store is not a social meeting place and that their staff will be at the entrance to control the numbers going into the store.

Thinking of joining us in the Sixth Form?

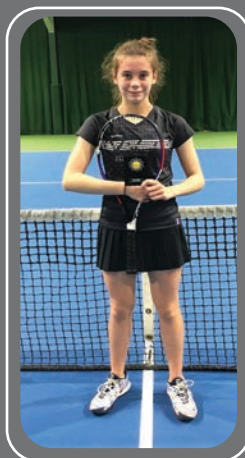


Spotlight on Sport

Sophie (8APO) County Tennis

During September and October, Sophie has been able to compete in Tennis again. Sophie has played several tournaments and her results are:

- Winner 16u Grade 4
- 2 x Runner up 14u Grade 4
- Runner up 18u Grade 5
- 3rd place 18u Grade 5
- Consolation winner 14u Grade 3
- Consolation winner 18u Grade 4



Sophie has worked really hard with her coach on court presence and mindset (as well as skills) since the first lockdown was eased. She has a book of notes and quotes, which she takes on court and refers to! Her learning has been reflected on court where she has held her nerve during Championship tie breaks.

Sophie has also been invited to train with Lincolnshire 14u and 18u County squads. She represented the 18u County team just before lockdown in March.

Well done Sophie – we hope you can get back to Tennis as soon as possible and look forward to hearing about the next stage of your journey.

Eve (8BM) – Equestrian

Eve, and her pony Humphrey, enjoyed a great weekend at British Dressage youth camp at Bishop Burton where she was selected for training for assessment to join the inter-regional squad next year.

Good luck, Eve!



GROWTH MINDSET NOMINATIONS

19th October to 6th November 2020



Staff are invited to nominate students who have demonstrated a Growth Mindset in the past few weeks. This might have been in lessons, in clubs, in tutor time or simply around school.

Please note we already award bi-annual subject badges and merits for good academic work, effort and improvement. These Growth Mindset nominations recognise those who show resilience (academic or otherwise); who aren't afraid to get things wrong and learn from it; those who have a go, take themselves out of their comfort zone or show that even if a task is tough they will persevere.

Subject area	Student being nominated	Tutor Group	Staff nominating
French	Olivia Barrett	9A	Mr A Shivas
French	Freya Betts	9A	Mr A Shivas
French	Lily Burgess	9A	Mr A Shivas
French	Carla Cocut	9A	Mr A Shivas
French	Lily Doran	9A	Mr A Shivas
French	Mia Eden	9A	Mr A Shivas
French	Reese Ward-Walters	9A	Mr A Shivas
Geography	Jersey Case	10A	Mrs S Livingstone
Geography	Chloe Errington	11F	Mrs D Collett
Geography	Tamsin Henry	8KDU	Mrs S Livingstone
Geography	Aminah Khan	8KDU	Mrs S Livingstone
Geography	Margot Mack	8KDU	Mrs S Livingstone
Geography	Eleanor Mears-Sagoo	8KDU	Mrs S Livingstone
Geography	Tabitha Thompson	11W	Mrs D Collett
Geography	Abbie Wilkinson	11W	Mrs D Collett
Mathematics	Tilly MacLean	8KDU	Miss H Renard
Mathematics	Isabella Thomas	9W	Miss H Renard
Mathematics	Mathilda Thompson	9W	Miss H Renard
Psychology	Lucy Simpson	13F	Mrs H Brooks

How to support your child if they are feeling anxious about coronavirus



It's understandable for children and adults to feel concerned or anxious about this virus and it is natural for parents to want to support and protect their children. You might do this in many different ways – giving them a hug, playing a game or having a chat. The most important thing is for your child to know that you are there for them, ready to help them if things get hard. We hope these tips help you support your child at this time.

1. **Talk** to your child about what is going on. You could start by asking them what they have heard about coronavirus.
2. **Try** to answer their questions and reassure them in an age appropriate manner. Remember, you do not need to know all the answers, but talking can help them feel calm.
3. **Explain** to your child that it is natural to worry sometimes and everyone does it. This feeling, like all feelings, will come and go.
4. **Don't** try to shield your child from the news, as it's likely they will find out somehow from school, being online or from friends.
5. **Be aware** that your child will often copy your behaviour, so if you are feeling anxious or overwhelmed, you may need to limit how much you express this in front of them.
6. **Reassure** your child that it is unlikely they will get seriously ill, and if they do feel ill you will look after them. Your child might be concerned about who will look after you if you catch the virus. Let them know the kind of support you have as an adult so that they don't feel they need to worry about you.
7. **Give** some practical tips to your child about how they can look after themselves. For example, show them how to wash their hands properly, and remind them when they should be doing it.
8. **Keep** as many regular routines as possible, so that your child feels safe and that things are stable.
9. **Spend** time doing a fun activity with your child (e.g. reading, playing, painting, cooking) to help reassure them and reduce their anxiety. This is also a great way of providing a space for them to talk through their concerns, without having a 'big chat'. For activities ideas, visit our **starting a conversation with your child guide**.
10. **Encourage** your child to think about the things they can do to make themselves feel safer and less worried. Help them find things that distract or relax them.
11. **Be aware** that your child may want more close contact with you at this time and feel anxious about separation. Try to provide this support whenever possible.
12. **Remember** to look after yourself too. If you are feeling worried, or anxious about coronavirus, talk to someone you trust who can listen and support you.



How to support your child if they are feeling anxious about coronavirus



Helplines and Resources

YoungMinds Crisis Messenger

- Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis.
- If you need urgent help text YM to 85258.
- All texts are answered by trained volunteers, with support from experienced clinical supervisors.
- Texts are free from EE, O2, Vodafone, Three, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.



Parents Helpline

- Our Parents Helpline is available to offer advice to parents and carers worried about a child or young person under 25.
- Call our free helpline for confidential, expert advice on 0808 802 5544.
- Available Mon-Fri from 9.30am to 4pm- available in England, Scotland, Wales and Northern Ireland.
- Out of our operating hours, you can contact the Parent Helpline via our online contact form.



Childline

- Comforts, advises and protects children 24 hours a day and offers free confidential counselling.
- Phone 0800 1111 (24 hours).
- Chat 1-2-1 with a counsellor online.



The Mix

- Information, support and listening for people under 25.
- Phone 0808 808 4994 (24 hours).
- Get support online.



Samaritans

- 24 hour confidential listening and support for anyone who needs it. (Adults included.)
- jo@samaritans.org
- Phone 116 123 (24 hours).

