

# Coventry Virtual School

## **What is meant by a 'broad & balanced curriculum in KS3 &KS4'?**

Wednesday 13<sup>th</sup> January 2021

6pm-8pm

# Introductions and Welcome

## Coventry Virtual School

Maria Collins: Advisory Teacher LAC: Key Stage 3 Lead

Email: [maria.collins3@coventry.gov.uk](mailto:maria.collins3@coventry.gov.uk)

Jim Horgan: Head of Coventry Virtual School

## Head of Hospital Education

Sharon Cutler

## Lyng Hall

Christine Green: Assistant Head – Inclusion and Designated  
Teacher for LAC

# Agenda

- Introductions
- Information – Virtual School Team

## **Joint Presentation: Sharon Cutler and Christine Green:**

- What is meant by the core curriculum?
- What is a 'broad & balanced curriculum'? Why is it so important?
- Why is access to the wider curriculum important to LAC?
- A Broad and Balanced Curriculum at Lyng Hall
- What is a Bespoke Programme? How this is delivered at Lyng Hall?
- Bespoke programmes - Hospital Education

### **5-minute comfort break**

## **Presentation – Coventry Work Related Learning**

- How can Coventry Work Related Learning support the broad and balanced curriculum?
- How can Foster Carers support their young people to access the curriculum?

## **Presentation – Coventry Virtual School**

- How can Virtual School support wider learning outside of the classroom?

# Virtual School

- The Virtual School is a small team set up to help improve the attainment of looked after children.
- The team is made up of Advisory Teachers, a Next Steps Mentor - Post 16 PEPs, an Engagement & Enhancement Officer and a Lead Mentor
- The team works with schools, social workers, carers and anyone involved in the education of looked after children, including post 16 providers.
- [virtualschool@coventry.gov.uk](mailto:virtualschool@coventry.gov.uk) 024 7697 5535

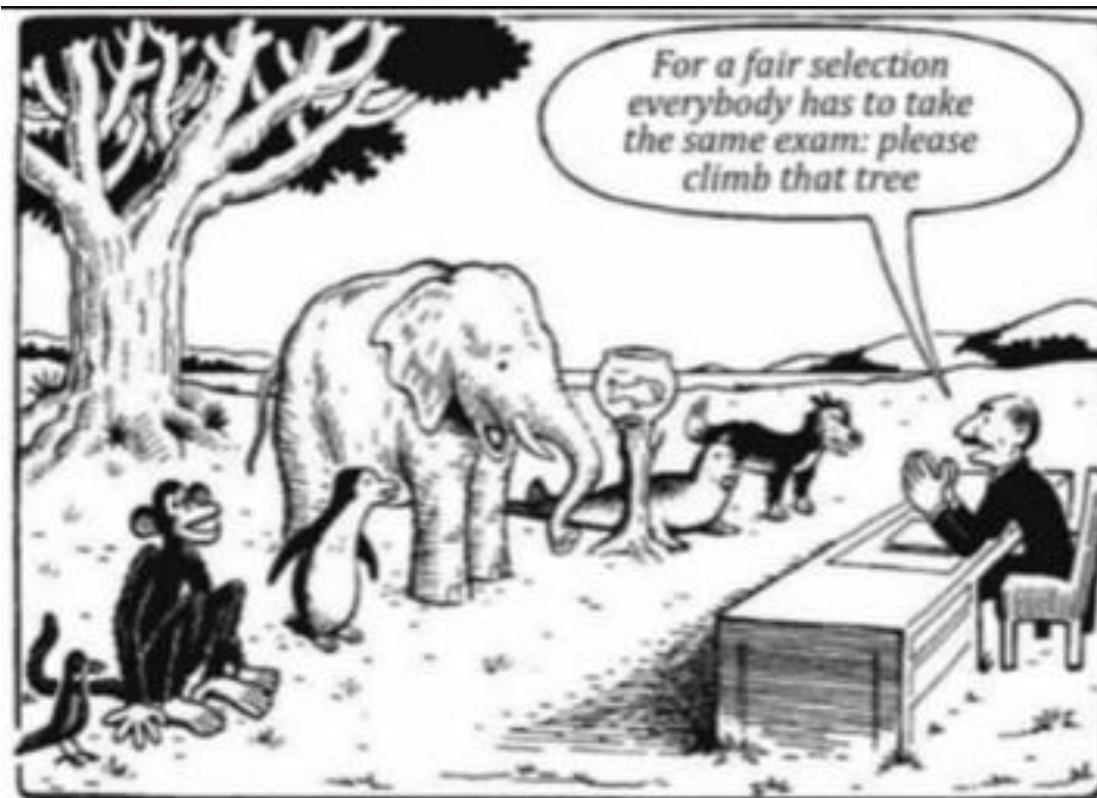
# What is a broad and balanced curriculum? Why is it so important?

Sharon Cutler

Head of Hospital Education Service



'BUILDING BRIDGES TO BRIGHTER FUTURES'



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

## National curriculum in England: framework for key stages 1 to 4

Maintained schools in England are legally required to follow the statutory national curriculum which sets out all of the content for those subjects that should be taught to all pupils in programmes of study .

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table on the right. Religious Education (R.E) is also compulsory for all children until the age of 16.

Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

From Summer 2021, the teaching of Relationship and Health Education (RHE) becomes compulsory in Primary Schools and Relationship, Sex and Health Education (RSHE) becomes compulsory in Secondary Schools – handouts are available on request.

## National curriculum subjects England

	KS1, age approx. 5- 7	KS2, age approx 7- 11	KS3 , age approx. 11- 14	KS4, age approx. 14- 16
Maths	✓	✓	✓	✓
English	✓	✓	✓	✓
Science	✓	✓	✓	✓
History	✓	✓	✓	X
Geography	✓	✓	✓	X
Art and Design	✓	✓	✓	X
Physical Education (PE)	✓	✓	✓	✓
Music	✓	✓	✓	X
(Modern) Foreign Languages	X	✓	✓	X
Computing	✓	✓	✓	✓
Design and Technology	✓	✓	✓	X
Citizenship Education	X	X	✓	✓

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

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- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.



# What does the new Education Inspection Framework say?

“

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

”

# Why change?

“Educational disadvantage is an accident of birth. It is not about ability, innate or otherwise. But, unfortunately, a child’s birth is often their destiny...”

## **The Matthew Effect**

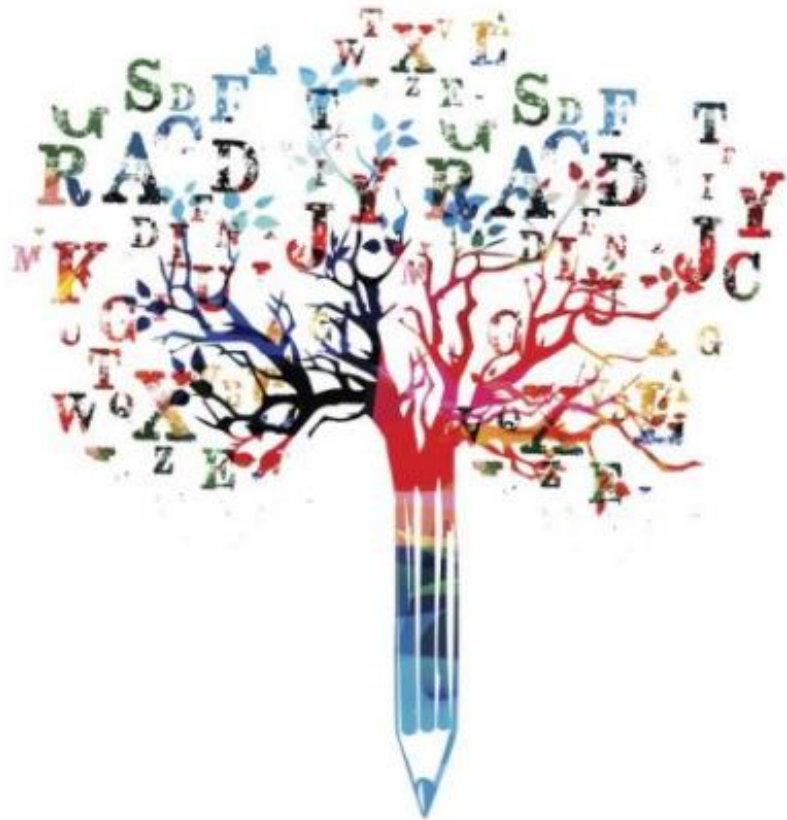
The Matthew Effect is a term coined by Daniel Rigney in his book of the same name, using a title taken from a passage in the Bible (Matthew 13:12) that proclaims: “The rich shall get richer and the poor shall get poorer.”

In the context of academic disadvantage, the Matthew Effect posits that disadvantaged pupils shall get more disadvantaged because they do not possess the foundational knowledge they need in order to access and understand the school curriculum.

It is not, as I said earlier, that these children are less able, but that they don’t have the same amount of knowledge about the world with which to make sense of new information and experiences. Put simply, the more you know, the easier it is to know more and so the culturally rich will always stay ahead of the impoverished, and the gap between rich and poor will continue to grow as children travel through our education system.”

**Pupil Premium: Closing the vocabulary gap**

Written by: [Matt Bromley](#) | Published: 21 March 2018



“Historically, most schools have placed disadvantaged children together in a “bottom set” and “dumb down” the curriculum to make it more easily accessible. They assume that the best way to close the gap is to expect less of these pupils and to provide more scaffolding. Sometimes this also means a narrowing of the curriculum because disadvantaged pupils are withdrawn from classes to attend more English and maths lessons.

Unfortunately, this doesn’t work very well and often widens the gap because the word poor get poorer and the word rich get richer, and what’s more the word poor become increasingly reliant on the scaffolds and less able to cope with the demands of the curriculum.

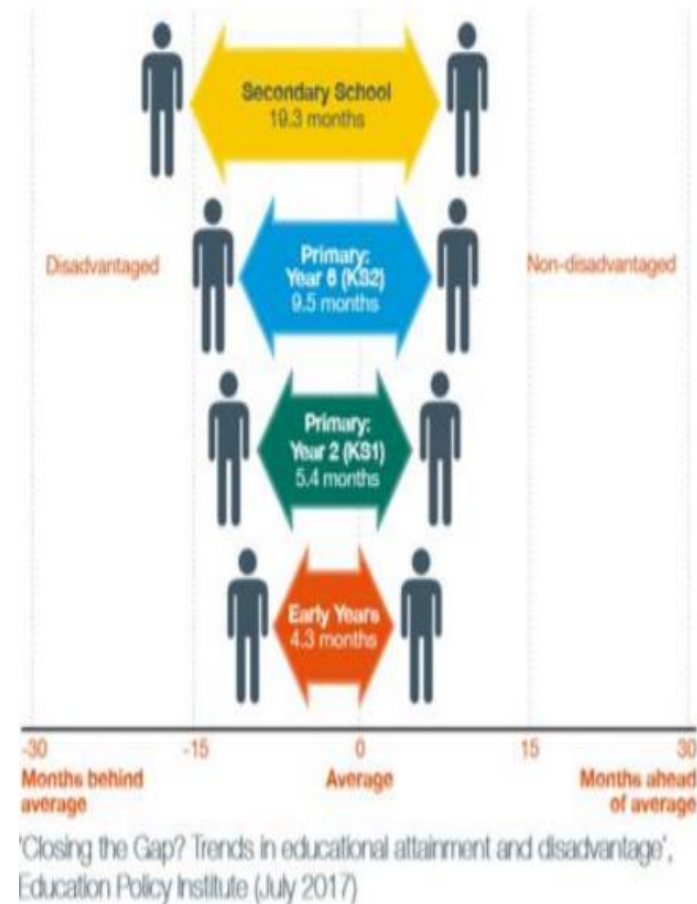
A better approach is to ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum. This might involve spending Pupil Premium money on museum and gallery visits, or on mentors who talk with pupils about what’s happening in the world, perhaps reading a daily newspaper with them before school or at lunchtime.”

Pupil Premium: Closing the vocabulary gap  
Written by: [Matt Bromley](#) | Published: 21 March 2018



# What is the Disadvantage Gap?

There is a well-documented attainment gap between disadvantaged and non-disadvantaged children. A pupil is classed as disadvantaged by the Government if they have been eligible for free school meals within the five years before sitting GCSE exams or if they have been in care or adopted from care. In 2019, 26.5% (144,000) of pupils in state-funded schools at the end of key stage 4 were disadvantaged. Of these pupils, just a quarter achieved English and Maths at grades 9-5, compared to half of non-disadvantaged pupils. The disadvantage gap (as measured by the disadvantage gap index) was 3.70 in 2019 – 9% lower than in 2011, when it was 4.07. But it has risen slightly for the second year in a row, from 3.66 to 3.68 in 2017-18 and from 3.68 to 3.70 in 2018-19.



# Some Troubling Facts

- Nearly **one third** of young people now grow up in poverty in the United Kingdom
- The academic achievement gap between rich and poor is detectable in 22 month olds
- The academic achievement gap continues to widen over time
- Children from lowest income households are **half as likely** to get five good GCSEs
- Disadvantaged children are **50% less likely** to go on to higher education
- White working class boys are among our lowest attainers
- Pupils eligible for free school meals underperform compared to those who are not

Sadly, statistics show that:

- A high ability pupil from a low income home will not do as well as a low ability pupil from a higher income home
- Social class and wealth – not ability – define a pupil's educational outcomes and their future life chances

# What is the Cultural Deficit Theory?

Some children do poorly in school because the linguistic, social and cultural nature of the home environment does not prepare them for the work they will be required to do in school. For example, some children are not read to at home; for others, verbal interaction at home is sometimes limited and/or poor. These conditions result in shortcomings in skills and knowledge and contribute to poor school performance.



# What the research says...



Hart & Risley (1995)

Over four years:

- A young child from a **middle class** household on average is exposed to **45 million** words
- A young child from a **working class household** – **36 million**
- A young child from a **household receiving welfare** – **13 million**



# What is Cultural Capital?

“

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

”

Educational disadvantage starts early – certainly before a child enters formal education. Children born into families who read books, newspapers and magazines, visit museums, art galleries, zoos, and stately homes and gardens, take regular holidays, watch the nightly news and documentaries, and talk – around the dinner table, on dog walks, in the car – about current affairs and about what they’re reading or doing or watching, develop cultural capital.

# A Good Education 'Removes the Lid'

The Comprehensive Education System is for everyone, regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes succeed (in all its forms), to set aspirational goals (personal and academic) and work hard to achieve them

The Comprehensive Education System advocates that all learners have an entitlement to knowledge that will take them beyond their experience. Schools' curriculum design should enable learners to acquire knowledge which many will not have access to at home, among their friends, or in the communities in which they live

# Lyng Hall School

## **A Broad and Balanced Curriculum**

Assistant Head teacher: Mrs Christine Green



# National Curriculum Subjects in England

## National curriculum subjects England

	KS1, age approx. 5-7	KS2, age approx 7-11	KS3 , age approx. 11-14	KS4, age approx. 14-16
Maths	✓	✓	✓	✓
English	✓	✓	✓	✓
Science	✓	✓	✓	✓
History	✓	✓	✓	✗
Geography	✓	✓	✓	✗
Art and Design	✓	✓	✓	✗
Physical Education (PE)	✓	✓	✓	✓
Music	✓	✓	✓	✗
(Modern) Foreign Languages	✗	✓	✓	✗
Computing	✓	✓	✓	✓
Design and Technology	✓	✓	✓	✗
Citizenship Education	✗	✗	✓	✓





## Additionally at Lyng Hall

Sport/PE is always examined at KS4

Registration time is used for PSHE or intervention

Mandarin is taught throughout the school

We have specialised TEFL teaching provision

Music Technology is taught through to post 16

The school has Arts Mark Platinum and Music Mark, recognising our investment in Arts education.

Catering is taught in our professional kitchen





# The Skills curriculum

- literacy for learning... includes reading and talk for writing
  - All students have access to a digital library of over 5000 books
  - Reading is a focus of every lesson.
- numeracy for learning, common ways of teaching numeracy across the school
- thinking skills for learning
- health and wellbeing for learning
- personal learning planning
- career management, we are a nationally recognised careers hub
- working with others
- Leadership, lots of opportunities for students to demonstrate this
- enterprise and employability
- Supporting others, the students raise thousands of pounds for charity each year

## 5 Key themes for the wider curriculum in FPMAT schools



### How we adopt a healthy lifestyle

- How do I think and act?
- How am I changing?
- How can I look after myself and others?

This area deals with key aspects of development leading to healthy lives. It encompasses physical, social and emotional health.

It will look at how students use technology and social media responsibly and safely.

The aim is to develop in students, a sense of responsibility for their own well being and for their physical and social environment.



### How we become a responsible citizen

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

Understanding positive social behaviour starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

Placing importance on citizenship and fundamental British values in the curriculum helps develop a sense of community. It deepens the students understanding of the world around them and how to make an effective contribution.



### How we appreciate human creativity.

- Why and how do we create?
- What are the opportunities and consequences?

This area allows students to explore in multiple ways the process and products of human creativity, and, to consider their impact on society and the mind.

It provides opportunities for students to develop in themselves the human capacity to create, transform, enjoy and improve the quality of life.

CIAG will also be used to help students make the right decisions about a successful and fulfilling future.



### How we learn

- How do I learn best?
- How do I know?
- How do I communicate my understanding?

Students are provided with the tools to enable them to take responsibility for their own learning. Central to this is "Learning how to learn" and developing in individuals an awareness of how they learn best, and an excitement for learning new things.

Recognising and helping students develop their capacities, positive attitudes and effective habits of mind is a core responsibility for all.



### How we appreciate the world around us.

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?

This area aims to develop student's awareness of their interdependence with the environment and the world so that they understand and accept their responsibilities.

This will help students to understand the links between economic, political and social issues.


They will develop a positive, responsible attitude and will contribute to the world they live in.

# Outrageous Opportunities (some call it enrichment)

- Visit to the school each year of holocaust survivors
- 24 hour visit to Aushwitz
- Work with the National Youth Orchestra who spend a day in school each year
- Free music tuition for Year 7 students
- Debating competitions with independent schools (we win!)
- Visits to Parliament to engage in debates with ministers
- Lunch with ambassadors
- Making films at the BBC
- Students becoming published authors
- Entering national competitions
- Showing students that everything is possible!



A range of organisational provision to enable all students to access the curriculum

- Foundation
  - TEFL
  - SAIL
  - Online
  - Supported Learning
- 

# An Ethos that supports Learning with a deep understanding of how Trauma affects learning

- Help students to learn emotional self regulation
- Unrelenting positivity and kindness
- Language that reduces stress rather than increases it
- Remove all negative language
- Do not refer to punishments (instead think of therapies)
- Do not introduce systems that cause confrontation
- Build strong, positive, self-affirming relationships
- Don't lose patience with children
- Don't trivialise issues





COVENTRY  
**HOSPITAL EDUCATION SERVICE**

‘BUILDING BRIDGES TO BRIGHTER FUTURES’

# What does the Hospital Education Service do?

Our service is commissioned by Coventry Local Authority and Medical Consultants to provide a period of personalised intervention for children who are unable to attend school for a period of time due to injury or illness (mental or physical).

Our curriculum offer is designed around the needs of each individual child referred to our service. We endeavour to design a curriculum which is broad and balanced, and meets the needs of pupils who are disadvantaged as a result of their injury or illness.

# OUR CURRICULUM

**OUR STUDENTS RECEIVE A BROAD AND BALANCED CURRICULUM, WITH OPPORTUNITIES FOR ENRICHMENT AND ACCESS TO WORK RELATED LEARNING.**



**UHCW HOSPITAL  
SCHOOL**

Key Stages 1-4



**HOME  
TUITION**

Key Stages 1-4



**WHITMORE  
PARK ANNEXE**

Key Stages 3-4

# Personalised Pathway – Pupil A Year 8



Not attending school due to injury or illness



Referred for 1:1 Home Tuition (approx. 3 hours per week)



Transitioned into Whitmore Park Annexe (approx. 25 hours per week)



Accessed Work Related Learning (1-2 days per week to enhance curriculum offer)



Moved onto permanent placement in Specialist Setting



# Personalised Pathway – Pupil B Year 11



Not attending school due to injury or illness



Referred for 1:1 Home Tuition (approx. 3 hours per week)



Transitioned into Whitmore Park Annexe (approx. 25 hours per week)



Accessed Work Related Learning (1-2 days per week to enhance curriculum offer)



Moved onto permanent placement at Music College



# Personalised Pathway – Pupil C Year 11



Not attending school due to injury or illness



Referred for 1:1 Home Tuition (approx. 3 hours per week)



Transitioned into Whitmore Park Annexe for core subjects (approx. 5 hours per week)



Accessed Work Related Learning (2 days per week to enhance curriculum offer)

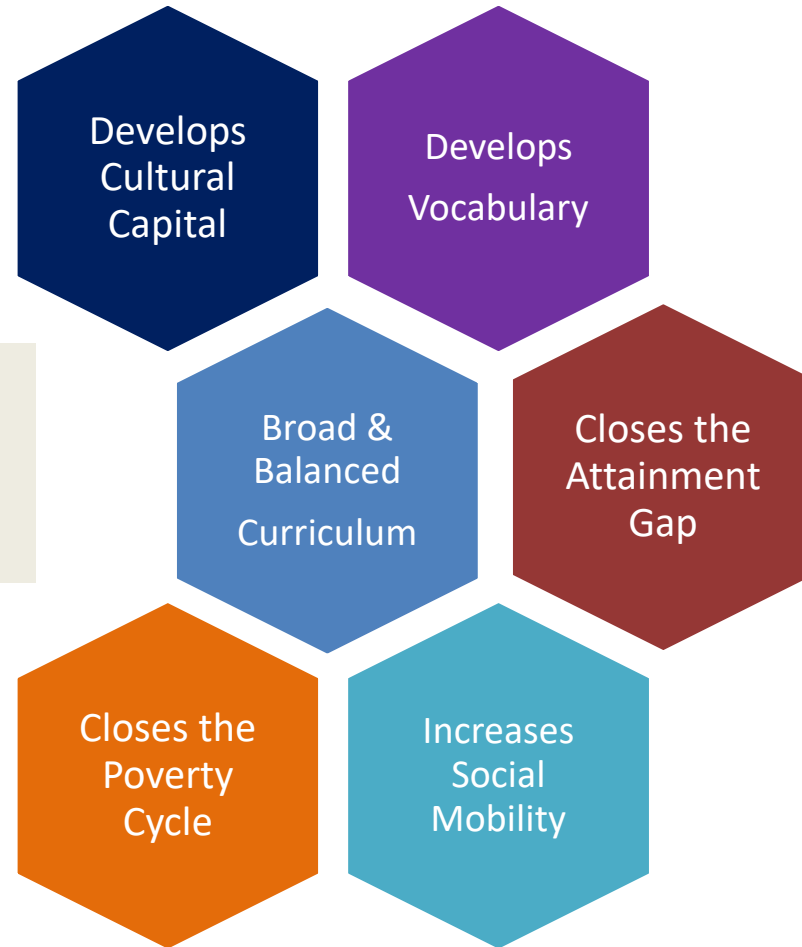


Preparing for post-16 setting at Coventry College





# Why is a broad and balanced curriculum so important?



# Comfort Break – 5 Minutes



# **Presentation: Coventry Work Related Learning**

Jim Horgan – Head of Coventry Virtual School

# Coventry Work Related Learning & Alternative Learning Opportunities

## Who are we?

Over many years we have established a high quality service working with secondary schools and training providers. The Work-Related Learning Service (WRL) works as part of the Education Entitlement team within Coventry Local Authority to offer support through inspiring and innovative solutions to support the inclusion of all children into our education system, and its aim is for every child to benefit from the highest quality of education.

Our aim is to ensure that vulnerable young people are appropriately supported and on the appropriate bespoke package of provision to encourage progress. We will provide flexible, personalised, alternative provision for 10-19 year old learners. Work Related Learning supports the academic learning of young people and this is achieved working in partnership with a team of professional training providers who work extremely hard to ensure that all young people in Coventry and surrounding areas, can access the education that is best for them.

Our programmes under WRL can be accessed as short non accredited programmes of 6 weeks or 1 / 2 year accredited provision.



# "WORKING TOGETHER TO CREATE OPPORTUNITIES"



Contact details for further information:

Service Lead  
Angie Tinkler - [angie.tinkler@coventry.gov.uk](mailto:angie.tinkler@coventry.gov.uk)

- Website  
<https://www.coventry.gov.uk/workrelatedlearning>

Our Website is now a live portal for all, reporting and communicating with School, Providers, parents/carers and Students.

# Presentation: Coventry Virtual School

How can Virtual School support wider learning outside of the classroom?



# Coventry Virtual School: Wider Learning

## **Rachael Bignall: Engagement and Enhancement Officer**

Lead on University Programmes, Cultural Activities and holiday clubs

Email: [rachael.Bignall@coventry.gov.uk](mailto:rachael.Bignall@coventry.gov.uk)

## **Katy Dolden: Lead Mentor**

Lead on mentoring programme and learning outside the classroom

Email: [katy.dolden@coventry.gov.uk](mailto:katy.dolden@coventry.gov.uk)

## **Mandy Gee: Next Step Mentor – Post 16 PEPs**

UNlty Programme

Email: [mandy.gee@coventry.gov.uk](mailto:mandy.gee@coventry.gov.uk)



# Coventry Virtual School University programmes

- Year 6 – University Explorers in conjunction with Warwick University
- Year 7, 8 & 9 – University Go in conjunction with Warwick & Coventry Universities
- Year 10 + - UNlty in conjunction with Coventry University

# University Explorers

- **The key aims:**
- To provide an introduction to Higher Education, through becoming familiar with a University setting (places, people and subjects).
- To offer the young people the opportunity to stretch and challenge themselves.
- To provide a supportive and positive environment.
- To develop a positive feedback and self-reflection model to support the participants.
- To develop a range of key transferable skills, including communication and team work.
- To have fun and experience a positive interaction with education.

# University Go!

- UniversityGo! is a programme designed to give young people a flavour of all of the amazing things that Uni and Higher Education do. It's made up of four themed sessions over the school year where UniGo-ers get to try stuff that is truly awesome and often mind-blowing...
- What UniGo! is **not**:
  - - It's **not** there to force young people to go to Uni.
  - - It's **not** there to push young people down a certain path.
  - - It's **not** there to judge young people
- Here's a taster of what the Year 7's did last year:
  - - Had a go at TV & Film Production
  - - Took part in Art & Design
  - - Had a session with Sports Department at Coventry University

# UNItY

- UNItY has been developed in partnership with Coventry University & Coventry and Warwickshire Virtual Schools; to provide Look After Children and care leavers with the opportunity to experience higher education with Coventry University and CU Group.
- The project aim is to raise awareness of post-16 education; by delivering impartial information relevant to individual's own circumstances and ambitions for their future, provide the opportunity to be part of a series of subject specific, masterclasses delivered by academics and student ambassadors as well as offering interactive and informative workshops with our student services; such as Students' Union, Talent Team and Health & Wellbeing. This bespoke series of events running throughout the academic year and is offered to young people in **Year's 10-13+ in Coventry and Warwickshire area**. This project also offers the chance of an overnight residential at one of our CU Group campuses.

# Holiday Clubs and Cultural Activities

**October Half Term**

Key Stage 2 - Tuesday 27<sup>th</sup> & Wednesday 28<sup>th</sup> October  
 Key Stage 3 & 4 - Thursday 29<sup>th</sup> & Friday 30<sup>th</sup> October

**10:30 - 2:30**  
 Coventry Boys & Girls Club  
 50 Whitefriars St, Coventry CV1 2DS

**What does Coventry mean to you???**

Coventry Virtual School in conjunction with The Creation Station & Helen O'Grady Drama Academy would like you to join us for 2 fun filled days of crafting & drama activities to explore Coventry on our journey to City of Culture 2021!

We will be exploring what's great about our City, what concerns you about our City? Who are your role models? What changes would you make to our City?

Places will be limited to 15 per two-day session to comply with COVID 19 guidelines and will be allocated on a first come first served basis. The normal cost of the two-day session per person is £50, however Coventry Virtual School will subsidise this amount & you will pay just **£20** per looked after child.

For booking & payment information please contact: [rachael.bignall@coventry.gov.uk](mailto:rachael.bignall@coventry.gov.uk)

**THEATRE DAY - The Snow Queen**  
 for primary-aged children  
 Saturday 14 December 2019, Albany Theatre, Albany Road, Coventry CV5 6JQ  
 11am to 5pm

Join us this Christmas for a glittering seasonal spectacle packed with epic adventure, spell-binding magic, action-packed excitement and heart-warming friendship. A chance for children and their carers to see a professional production of Hans Christian Andersen's *The Snow Queen* meet the cast, tour backstage and take part in a drama workshop by Mark and Ali Theatre.

**Suitable for:**  
 • Primary aged boys and girls, ages 7-11  
 • Their school classes  
 • Their carers

**Free of charge, but please bring your own lunch.**

**10.30 arrival + 11am drama workshop + 1pm lunch  
 4pm Show Queen performance + 4pm meet the cast + 5pm (latest) finish**

**To book:**  
 • Coventry carers: contact Rachael Bignall ([rachael.bignall@coventry.gov.uk](mailto:rachael.bignall@coventry.gov.uk)) 024 7607 2206  
 • School Carers: contact Julie Sanders or Jane Jones ([jane.jones@coventry.gov.uk](mailto:jane.jones@coventry.gov.uk)) 024 7607 2206  
 • Warwickshire carers: contact Salma Ibrahim ([salma.ibrahim@warwickshire.gov.uk](mailto:salma.ibrahim@warwickshire.gov.uk)) 01928 785556

**Funded by:**

**Coventry Virtual School in conjunction with Helen O'Grady Drama Academy**  
**EASTER CLUB**  
 At the John White Community Centre, Grange Avenue, CV3 3ED

Join the largest drama academy in the world for two days full of fun & laughter for ages 4-14.  
 Limited spaces so act NOW!

**Monday 20<sup>th</sup> April and Friday 24<sup>th</sup> April 8:30am-3:30pm**

Monday	Friday
It's all fun & games	Team building activities
<b>BREAK</b>	<b>BREAK</b>
Egg hunts	The Drama Club Olympics
<b>Lunch</b>	<b>Lunch</b>
Making a movie trailer	Creating weekly TV adverts
<b>Break</b>	<b>Break</b>
Egg-strewn pasta hunt	Who's got talent?

Don't miss out on the awesome opportunities for your young person/people to get involved in this fantastic event!

Usual price for 2 full days is £28 per person - However places for Looked After Children will be subsidised by the Virtual School at **only £12.50 per LAC** with further discounts for a LAC if any additional siblings.

Places & drinks will be provided however, a pack of lunch will need to be brought along on each day.

For bookings & further information please contact: [coventry@evolvearts.co.uk](mailto:coventry@evolvearts.co.uk)

**Motionhouse**

**FEBRUARY HALF TERM DANCE**  
 INTERACTIVE AND PERFORMANCE

**WED 25TH - FRI 27TH FEBRUARY**  
 9.30am - 12pm (7 - 11 yrs)  
 1pm - 4pm (12 - 18 yrs)

Learn to dance with international dance-circus touring company, Motionhouse, with a sharing for family and friends at the end of the 3 days on Friday 27th February at 3pm. Full price is £45, £25 for looked after children.

**TO BOOK:**  
 sarah@motionhouse.co.uk  
 01928 887 052  
 Coventry Boys and Girls Club, 50 Whitefriars Street, Coventry, CV1 2DS

[www.motionhouse.co.uk](http://www.motionhouse.co.uk)

**Come & join us for some Autumnal fun!**  
 Coventry Virtual School are hosting a day of Chocolate Making & Autumnal Crafts for Reception & Key Stage 1

**On Monday 24<sup>th</sup> October 2020** at Coventry Boys & Girls Club, 50 Whitefriars St, Coventry CV1 2DS. From: 10:30am - 2:30pm

Places will be limited to a maximum of 15 to comply with COVID 19 guidelines and will be allocated on a come first served basis.

The Chocolate Making Workshop will be run by The Chocolate Shed & your young person will make delicious chocolate creations to bring home & share (if you're lucky)! The craft session will be run by The Creation Station where a variety of autumnal crafts will be on offer.

The normal cost of the day is £30 per person, however, Coventry Virtual School will subsidise this amount & you will pay just **£12** per looked after child.

For booking & payment information please contact: [rachael.bignall@coventry.gov.uk](mailto:rachael.bignall@coventry.gov.uk)

**Coventry Virtual School**

Are pleased to be able to offer 2 weeks of summer fun in conjunction with Evolve, Aspire2Be & Helen O'Grady Drama Academy.

**DETAILS:**

- W/C 10<sup>th</sup> & 17<sup>th</sup> August
- Mon-Fri 09:30 to 14:30
- @ Lyne Hall School, Gifford
- Price per Looked After Child per week £32 - Subsidised by £20 by Coventry Virtual School
- Price for other children per week £12
- Please contact [virtualschool@coventry.gov.uk](mailto:virtualschool@coventry.gov.uk) for booking details
- Places limited to 15 per week - Book early to avoid disappointment

**Suitable for all young people in Coventry school years 5-7**

Children will need to bring their own lunch, snacks & drink.

Get involved in creative workshops, explore new sports & build self-esteem with drama techniques. Learn new skills to help support with the transition back to school after COVID 19 and transitioning to a new year, new school, new teachers, new friends.

No problem, we've got you covered!

# Check your emails

Foster Carers are emailed directly through:

- PSS Fostering for Coventry City Council foster carers
- Children's Commissioning for Agency foster carers
  - Residential Homes are emailed separately

If it's applicable:

All Through Care Social Workers, LAC & Permanency Social Workers and The Participation Team are also emailed.

# Coventry Virtual School Website

<https://www.coventry.gov.uk/virtualschool>

<https://www.coventry.gov.uk/vslearning>

## Virtual School



Information about the  
**Virtual School**

Virtual School  
**Guidance and support**

Virtual School  
**Training**

Virtual School  
**education resources**

### The team

The Virtual School is made up of a small team of dedicated professionals.

### Resources

Including the electronic Personal Education Plan (ePEP).

### Policy and guidance

Whatever life has been like before, going into care is a traumatic experience for a young person.

### Previously looked after children

Funding and guidance.

## Educational resources for children and young people

What's new

- » Learning resources ages 0 - 11
- » Learning resources ages 11-16

» Learning resources ages 16+ and care leavers

- » Health and wellbeing
- » Stay safe online

## What's new

### Dear Santa - subsidised tickets

Coventry Virtual School are excited to be able to offer **subsidised family tickets for any performance of Dear Santa at The Albany Theatre.**

Dear Santa is currently one of the only Christmas shows running within our area and has been specially produced for a socially distanced audience.

A family ticket costs £54.00, you will pay £24.00 direct to The Albany using the below booking process and Coventry Virtual School will pay the remaining £30.00 per ticket.



# Coventry Virtual School Mentoring Service

- The Mentoring Programme involves pairing young people with a mentor, who acts as a positive role model.
- Mentors meet with the young person one to one for about an hour a week or once every two weeks over a sustained period, either during school, at the end of the school day and during the school holidays.
- The young people can talk to their mentors in complete confidence, about any subject, although they are always informed that this confidentiality does not extend to issues of safe guarding.
- **A referral for a mentor can be made through a young persons PEP, their Social worker, Designated Teacher or an Advisory Teacher from Coventry Virtual School**



# Plas Dol-y-Moch

- Coventry Virtual School have worked very closely with Plas Dol-y-Moch OEC for several years, the centre and staff provide the young people with high quality education through the medium of the outdoors in a residential setting.
- Plas Dol-y-Moch and Coventry Virtual School strongly believe that children and young people deserve the opportunity to experience the outdoor environment as an integral part of their learning and development, complementing learning in the classroom.
- Coventry Virtual School have supported a high number of young people to attend Plas Dol-y-Moch, where they have taken part in a wide range of different courses:
  - Primary Course - NEW
  - Introduction to Plas Dol-y-Moch
  - Advanced Level Course
  - Science Course- NEW
  - Creative Writing for Years 10 and 11
  - Post 16 Course - NEW
- Coventry Virtual School believe in promoting learning outside the classroom to enhance young people's skill sets and we hope to expand the range of residential courses offered to young people in the near future.

# Coventry Music

- Free One to One 20-minute Music Lessons for all school aged LAC/pLAC
- Free Instrument Hire
- Free access to musical Groups
- Free Workshops
- Schools must have a Service Level Agreement with Coventry Music Service in order to access this

**CALLING ASPIRING MUSICIANS!**

**COVENTRY MUSIC OFFER**  
**LOOKED AFTER CHILDREN**  
**THE OPPORTUNITY TO BEGIN**  
**AN EXCITING,**  
**CREATIVE AND FUN**  
**MUSICAL JOURNEY**

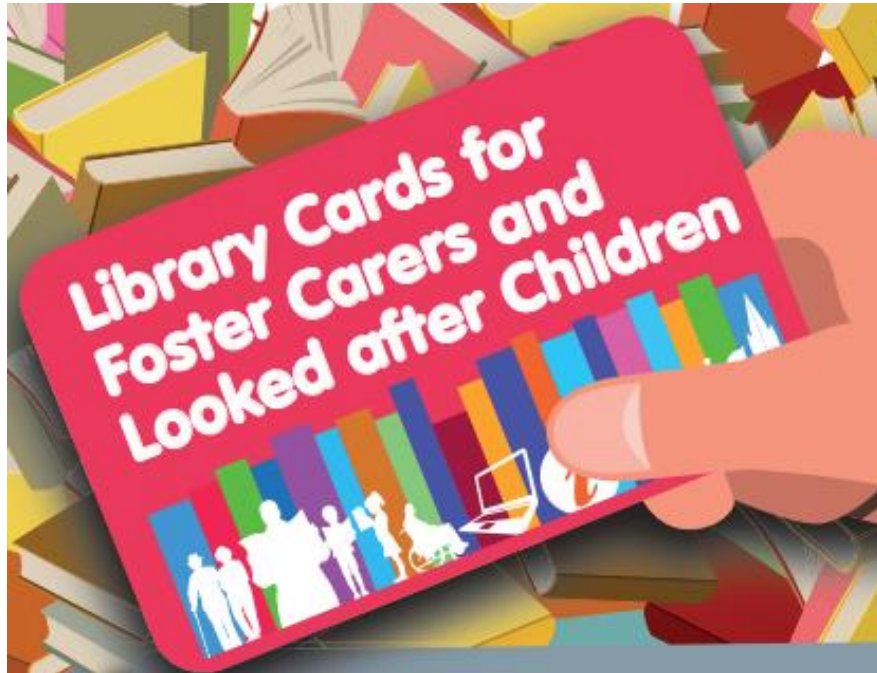
**FREE ONE-TO-ONE INSTRUMENTAL LESSONS**  
\*20 MINUTE FREE LESSON  
\*FREE INSTRUMENT HIRE  
\*FREE ACCESS TO MUSICAL GROUPS  
\*FREE WORKSHOPS

**CONTACT MUSIC@COVENTRY.GOV.UK/02475270955**  
**FOR MORE INFORMATION**

FOR PREVIOUSLY LOOKED AFTER CHILDREN WANTING TO ACCESS MUSIC LESSONS PLEASE CONTACT MARK PATTON AT COVENTRY MUSIC FOR MORE INFORMATION - MARK.PATTON@COVENTRY.GOV.UK

COVENTRY Music HUB  
COVENTRY VIRTUAL SCHOOL  
Supported using public funding by ARTS COUNCIL ENGLAND  
LOTTERY FUNDED

# Coventry Libraries Service: LAC



# Virtual School: Advisory Teacher's Support

- PEP Meeting
  - > Talents and Interests
  - > 14 – 19 Plan
- Attendance at Education Meetings / Team Around the Child
- Advise planning Bespoke Programs

# PEP – Talents and Interests

[Click here to expand PEP](#)

## Special Talents and Interests

Does the young person have any special talent and/or interest in music or sports?

Yes  No

If yes, which area(s)?

Athletics

Clarinet

Cricket

Drumming

Football

Guitar

Gymnastics

Hockey

Other (please describe in the next box)

# 14 – 19 plan

## 14 19 Plan for Education

From Y9 the Careers Advisor meets with the young person, fills this section in before the meeting and attends the meeting unless all parties agree this is not necessary.

Name of careers advisor

Long term plans [what do you want to do for a job?]

Medium term plan [what are you going to do 16+ to get to the long plan?]

Are you interested in an apprenticeship?

Yes  No  Not Known

Will predicted qualifications make the Post 16 plan possible?

Yes  No  Not Known

Would you like to do work experience?

Yes  No  Not Known

If yes, in what areas of work?

# 14 – 19 plan

If yes, fill in an action below.

List below actions to support this plan [visits, work experience, help with filling in forms etc.]

Action

To be done by [Name]

Issues to be resolved at the PEP meeting

Will the school release the young person flexibly to take up a work experience offer?

Yes  No  Not Known

In Y11 and at the start of Y12, who will meet with Post 16 education or training provider to support the young person through transition and help with the first Education Pathway Plan [EPP]?

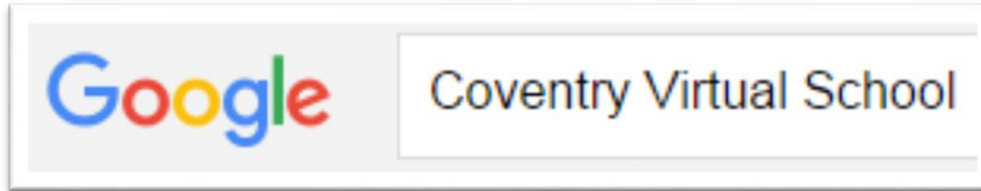
# Any Questions



# Virtual School contact details

- 024 7697 5535
- [virtualschool@coventry.gov.uk](mailto:virtualschool@coventry.gov.uk)

- .



# And finally ....

- Many thanks for attending this evening
- Please complete the online evaluation that will be emailed to you

