



Dear Parents,

8 February 2021

We write today against a backdrop of snow and wind and temperatures that would be more at home in the arctic than here in East Anglia. It's certainly time for hot chocolate . . . and perhaps something a bit more challenging for the graduates!

As you will understand, there is another backdrop, that is, the various and often conflicting reports concerning when schools will re-open and will the children's return be complete or phased. Like you, our hope is that this return will take place sooner rather than later, but also that it takes place in a learning environment that is able to ensure the safety of all the children and all the teachers and staff who serve them. As you will imagine, we continue to work on plans that will suit any contingency, and be assured that when THAT DAY arrives, CAEA will be ready.

In this regard, it is essential that we remain very much aware of the effectiveness of our remote learning programme. Accordingly, we have been reviewing the various aspects of the programme since it started, and we thought you might appreciate what we have and are learning.

--the majority of our children are doing an exemplary job in attending to the work that is set and in returning it for assessment to the tutors and teachers. There are some who appear to be struggling to a degree, and in this regard, we would suggest that parents avoid demanding that assignments always be completed and instead perhaps help the child modify the assignment; the effort in many cases will ultimately be what is important. If your child is struggling to a significant degree and the situation is becoming increasingly fraught, please notify the teacher and/or tutor.

--the daily registration is going well and is important, as it reinforces the idea of structure and enables the child to understand that we do, indeed, care about him/her. A favour here, please: ensure that your child is fully dressed for registration—no pyjamas and no sitting in bed during the registration, which in effect, is "school."

--The Tutor-group sessions appear to be going very well. These certainly give the child the opportunity to chat directly with the tutors, and although some of the conversation may be focused on assignments and school work, there is also the opportunity for the child to explain what he/she has been doing aside from school work. At least equally important is the opportunity for interaction within the group itself. Most tutor group sessions seem to last anywhere from 20-45 minutes—which we think is great!

--Finally, we are encouraged by the success so far of the Oak Academy Lessons, which are directed to students for certain topics and subjects. So far, the feedback we are getting is very positive.

All the above said, we fully realise that any remote learning programme cannot be a complete substitute for regular school. However, we are encouraged by the CAEA version so far. In this regard, please let your child's tutor or teacher know if you have problems or suggestions.

Best wishes,

Mrs Kim Salthouse
Head of School

Dr Duncan Rollo
Principal & CEO Centre Academy Schools

