

Danbury Park Community Primary School

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15th January 2021

Dear Parents and Carers,

Remote Learning during School Closure

Thank you for all your positive feedback about the remote learning we have been providing over the past two weeks. Now that we know schools will be closed for longer than the period initially expected, we have been evaluating our provision not just against the government requirements but also against what we believe is in the best interests of the children and is manageable and sustainable for everyone long term.

Remote Education is not the same as the children being in school with their class teachers and learning support assistants. As far as possible we are still following our curriculum maps for the Spring Term for each class. We have needed to adapt what we do so that the children can easily access the intended learning. A lesson where the adults can move among the children giving instant guidance and support, react to misconceptions swiftly and redirect children to stop them going off in the wrong direction, is very different from a remote lesson.

We want to provide a package that supports the children in their learning, so that tasks are very clear and finite and that can be assessed effectively by the teachers. Streamlining and limiting what tasks the children return to the teachers, means that the fundamental and most important work receives the teachers' focused attention. We want the children to continue enjoying their learning and we want them to achieve success so that they are motivated and continue to be confident. We are also conscious that for parents working from home this situation is overwhelming and very difficult to organise.

We will continue to use Google Classrooms and this is where teachers will upload and collect work, communicate with children and set up live teaching sessions through Google Meets. From Monday 18th January we will be operating the following structure:

For **each day** we will provide the following learning:

Subject	Main teaching and task	Additional Tasks	Total Time (approx) Allocation for Each Day
English	<p>A teaching input to explain and show what the child should be learning and doing using either</p> <ul style="list-style-type: none"> a recorded teaching session either from the class teacher or another educational source, or a written explanation and example, or a mixture of both. <p>This will be followed by one activity each day. This could be a spelling, a grammar activity, a reading or writing task.</p>	<p>To include</p> <ul style="list-style-type: none"> Reading, Phonics (as set by the EYFS & KS1 teacher), Spelling practice (unless this is the main focus of a lesson set by the teacher). <p>Reading and spelling practice should not be uploaded and parents can test spellings at home.</p>	<p>EYFS – 45 mins KS1– 1 hour KS2 – 1 ½ hours</p>



	The completed activity should be uploaded to the teacher by the end of the day, who will provide detailed feedback. It should not be returned to the teacher for second marking unless the teachers ask the child to specifically to do so.		
Maths	<p>A teaching input to explain and show what the child should be learning and doing using either</p> <ul style="list-style-type: none"> • a recorded teaching session either from WhiteRose Hub or the class teacher <u>or</u> another educational source <u>or</u> • a written explanation and example, <u>or</u> • a mixture of both. <p>This will be followed by one main activity and additionally a challenge activity should the parent or child wish to do this. For KS1 only there may also be short warm up activity prior to the main lesson. This could be a <i>Flashback</i> activity.</p> <p>The main activity plus the challenge should be uploaded to the teacher, who will provide detailed feedback. It should <u>not</u> be returned to the teacher for second marking unless specifically asked to do so.</p>	<p>To include for KS2</p> <ul style="list-style-type: none"> • 4 Calcs, • Mathletics, • Times Tables Rock Stars. <p>4 Calcs should not be uploaded. These can be marked at home.</p>	<p>EYFS – 45mins KS1– 1 hour KS2 – 1 ½ hours</p>
One other subject e.g. RE, Science, Art, Topic Work	<p>A teaching input to explain and show what the child should be learning and doing using either</p> <ul style="list-style-type: none"> • a recorded teaching session either from the class teacher or another educational source <u>or</u> • a written explanation and example, <u>or</u> • a mixture of both. <p>Followed by one activity.</p> <p>The completed activity should be uploaded to the teacher, who will provide feedback. It should <u>not</u> be returned to the teacher for second marking unless specifically asked to do so.</p>	<p>Where this activity takes a shorter time, the child could also do a short practical activity from the class weekly list e.g. PE, Music.</p>	<p>EYFS – 30mins KS1– 1 hour each day KS2 – 1 hour each day</p>

Teaching

Whole class teaching in English and Maths will make use of recordings of either the class teachers or video clips from other educational sources where we feel that this is the most effective approach. These are important as they explain to the children what they are learning and the task they need to complete. It is important that the children watch these. They can also view them repeatedly if once they start the task, they realise they don't quite understand. Written instructions will be provided should there be no video clip.



We are aware that some families are having to share devices and that the internet in the villages is not the most reliable, so this gives families the flexibility to schedule learning at home to suit their individual situation.

Please remember that five of our classes have mixed year groups so the teachers may have to provide two different teaching inputs for one subject. We manage this in the classroom through using our learning support assistants to either teach an input to one year group or to support the year group in their consolidation tasks whilst the teacher teaches the other year group. They then swap roles. It is a well-practised system that we have used effectively over many years. However, this is proving more time consuming to replicate when working remotely.

Live Sessions (Google Meets)

Live teaching, where the teachers invite children to join them for a Google Meet, will take place in smaller groups to allow for more focused and personalised learning in a variety of ways. Having trialled whole class sessions over the last two weeks, we realise that for primary age children this is not the best way to hold their attention and to teach new knowledge.

For live teaching the most impact is gained from small group sessions where the teacher can interact more personally with the children, can answer their questions and include everyone. Small groups will also enable us to differentiate the level of work more effectively. The small group sessions will allow the children to share any worries or concerns with their teachers and to ask for more help if they feel they need it with any of their learning.

Teachers will inform you of their timetable and over the course of the week there will be at least one live session for each child as well as a weekly story.

Google Meet	Focus	Time (approx)
One each week for each child in a small group.	This time may be used for: <ul style="list-style-type: none"> • Direct teaching to introduce new learning, • Revisiting specific tasks already set to unpick common misconceptions, • Feedback. 	EYFS – 20 mins KS1 – 30 mins KS2 – 45 mins These may vary according to the focus and the needs of the children.
One session each week	Drop-in session for any children who want to join. This time will be for children to ask questions about their learning or to share any worries or concerns that they may have.	This will take place at a specified time each week but may vary in length according to need.
One whole class session each week	Class Story Time	10 – 20 mins

Job-share teachers will alternate and share the Google Meets so that they both continue to work with all children over the course of the coming week.

Tasks

The children will be expected to complete and upload the main activities in English and Maths each day and for one other subject. Whilst some teachers have set a daily timetable for learning in subjects other than English and Maths, others are giving parents and children a choice from the weekly task list.

The additional tasks listed in the third column of the first table above are activities that usually take place in school regularly throughout the week. They allow the children to practise and rehearse previous learning and



are an important part of the learning process in committing knowledge and skills to long term memory. These tasks can be completed at any time during the day or week and should not be returned to the teachers for marking.

We are conscious of environmental issues, so if possible pdfs and Google/Word documents that can be edited and uploaded will be used. However we know that the younger children need to use their fine motor control and writing skills so will need to write on paper.

It is important that work is uploaded to the teachers at the end of the working day so that they can organise their time and respond in a timely fashion.

Teachers uploading Class Work to Google Classrooms

Work for the following Monday will be uploaded by **Sunday at 7.00pm**

The work for the rest of the week will be uploaded **by Monday 8.00am** at the latest.

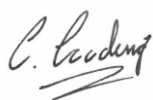
The teachers have devised their own schedules for the day and they are building in time for marking and feedback, answering e-mails, making "keeping in touch" phone calls (once every three weeks) that we are required to do, planning for the coming week as well as carrying out other school responsibilities they may have. They will share with you the times of Google Meets and any variations to deadlines for handing in work. For the time being, the teachers are focusing on the whole class learning whilst our learning support assistants are working in school to support the children of our critical key workers. All children are following the work as set by their teachers.

We would ask that parents respect that teachers are not available after 4.30pm or at weekends and cannot provide instant responses to e-mails. Whilst some of our teachers, who have young families, will be adapting their working day and may be marking and returning work or replying to e-mails in the evenings or at weekends, this is their personal choice and often the only way that they can manage at this time.

I hope that the above is clear and that you will appreciate that we are trying to use Remote Education as efficiently and as effectively as we can for the benefit of the children, whilst at the same time complying with the government expectations. Please do not worry if you are struggling to do all this, we do understand, just let your child's class teacher know.

I am ever the optimist. I do hope that we can re-open the school after the February half-term as there is no substitute for the children being in school with their teachers and teaching assistants and their classmates.

Yours sincerely,



Carol Gooding
Headteacher

