

# Langar C of E Primary School

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Dear Parents,



Head Teacher

Mrs E J Brown

I can scarcely believe, only this time last week we were starting the new term, only to be told, less than twelve hours later, that schools were to 'close' to the majority of children and remote learning would begin once more! The messages of kindness, support and thanks that we have received have really given us a boost and your acknowledgment of how hard this is for us means more than you will ever know.

We want to thank you now. We know that, unlike back in March when many of you were furloughed or the expectations for working outcomes were lessened, most of you are now continuing to fulfil the demands of your own job as well as having your children at home. This is far from ideal. Children of primary age will not be able to be left to learn, whatever model for remote learning the school are using, and your support for them will have to be juggled with your own work commitments. We do not envy your position.

The work submitted over the course of last week, the feedback via emails and the engagement of children during Zoom sessions must be applauded. Children have learned new skills, new concepts and made progress across the week. That would not be possible without your input and support and for that we are very grateful.

I know that the next five weeks may feel as though they are stretching out in front of you and, like us, you will be wondering if this situation will last beyond half term. I thought it would be helpful to address some questions you may have about home learning but wish to emphasise that we are not static and will be constantly reflecting on and refining the approach to ensure the very best learning outcomes for your children.

**How many Key Worker and vulnerable children are there in school and what does provision for them look like?** We currently have 24 out of our usual 92 children in school. These have been split into small groups (reception/year 1, year 2, year 3/4 and year 5/6) and each is led by one of our teaching assistants. The children in school are completing exactly the same tasks and activities that are being accessed by the children at home. Clearly there will be some differences to provision between home and school. For example, the children in school will have PE lessons delivered by teachers rather than perhaps the run around the garden or a Joe Wicks workout at home. However, the government expectations around remote learning provision are very clear and there should be as much consistency as possible between the learning at home and in school.

**Will you be offering daily live teaching sessions?** There has been much collaboration and idea sharing between head teachers and teachers on a county and national level. This has enabled us to consider many different ways to deliver quality remote learning before deciding our approach. The approach we have taken to remote learning matches the style of the other Fosse Schools – Elston, Orston and Gunthorpe, this enables further idea and resource sharing. When surveyed in a national head teachers group of over 1200 members, only 16% of primary schools were doing any sort of live lessons. Some of these primaries used live teaching during the last lockdown and have retracted this offer because of the issues I will outline.

The remote learning that we have been able to offer during this lockdown has been enhanced and I am proud of the learning and support we have been able to offer. The teachers have worked exceptionally hard, above and

beyond their 'normal' duties. We have chosen to support your child's learning with remote learning set via website and sent out in weekly packs. Other schools have chosen different approaches. One approach, which we considered very carefully, and decided against, was the daily live streaming of lessons taught by our teachers. We decided against this as it focused predominately on methods that do not guarantee the safeguarding of the children or our staff.

Our children are in receipt of 'live lessons' through the DFE endorsed Oak Academy, BBC and White Rose links. Our staff will also provide power points, that children are used to being guided through in class, and some of these will be enhanced with voices overs. Zoom session will be incorporated by every teacher and the frequency of these will be reviewed on a week by week basis depending on uptake, response and need.

We also believe the delivery of live lessons puts a significant amount of pressure (and stress) on you as parents,

1. to be online at a certain time, otherwise the lesson is missed, (it cannot be recorded for GDPR reasons)
2. to be present with children during the lesson, to ensure your child is engaged while the teacher is 'streaming' and to offer support to your child if something goes wrong
3. to manage the technology of a live stream
4. to ensure sufficient laptops/computers/IPads are available to meet the multiple lessons, for multiple children, occurring at the same time. *It has been widely publicised that the government have provided laptops and devices for schools – our allocation was one device which won't go very far!*
5. to ensure you have sufficient broadband / mobile data to enable this multiple streaming lesson to happen.

Interestingly, a recent study by the Education Endowment Foundation (EEF), which provides research-based advisements to Educators, suggests a move away from live lessons.

#### What are the government expectations for remote learning?

Government Expectations	Are we meeting them?
<p>Set remote learning; providing resources and associated documents on a weekly basis and meeting government expectations:</p> <p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <p>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</p> <p>Give access to high quality remote education resources</p> <p>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</p> <p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<p>These are uploaded onto class pages on the website each week in readiness for Monday morning</p> <p>Weekly planning follows long and medium term plans and topics as published on the website in subject areas</p> <p>Links to DFE endorsed BBC, Oak Academy and White Rose supplement teacher produced stimulus. Printed learning packs ensure learning is accessed by all.</p> <p>Work is set via the school website and is brought in or emailed in and teachers will feedback via the email system. Interaction happens via Zoom, email and Purple Mash.</p> <p>Class 4 can have printed resources on request, all other classes have packs to collect on a weekly basis</p>

<p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs</p> <p>Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</p> <p>When teaching pupils remotely, we expect schools to:</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:</p> <p>Primary: 3 hours a day, on average, across the school cohort</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</p> <p>Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</p> <p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p> <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>Teachers are in contact with the parents of children with SEN and a bespoke package of content and contact is being put in place</p> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com">Microsoft Word - Langar Remote Learning Plan (primarysite-prod-sorted.s3.amazonaws.com)</a></p> <p>We are planning learning around the sequence we had planned if the children had been in school which is currently under our Explore (geography) topic heading. Maths and English is set every day as well as foundation subjects – ICT, science, PE etc</p> <p>We publish a time table that matches the hours of the full school day</p> <p>We utilise DFE endorsed videos from Oak Academy, BBC and White Rose as well as Zoom tutorials from our own teachers and power points with audio added by teachers</p> <p>We are registering contact with families on a daily basis – email, phone calls, Zoom, work submitted etc. Phone calls are made if no engagement has been made across the week. <b><i>Should teachers have a concern about a child who has seemingly 'disappeared' it will be escalated as a safeguarding concern</i></b></p> <p>Following the submission of work, teachers will give timely feedback via email use misconceptions to inform future planning. Whole class teaching points will be clarified and mopped up during Zoom sessions.</p> <p>Teachers will adjust teaching pace and sequences accordingly following observations of children's progress and understanding</p>
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## Finally

We recognise that homes are not schools. The skill of teaching is cultivating a relationship through the face-to-face interaction between the teacher and the pupil, we are trying as best we can to replicate this in a remote way. This can only be achieved with your partnership and support. Like you, we are learning and adapting. Things will go wrong; the internet will go down, cameras will fail, and microphones will break. Please be patient.

The remote learning set is to support what you do at home and is to enhance what you do. If it becomes stressful, challenging or a battle, then re-adjust what you do to meet the needs of your child and your family. This could be when your own 'working from home' has concluded. We believe the approach we have taken provides the

flexibility to undertake learning when it is appropriate for your family and accommodates the many different family groups we have along with the varying amounts of technology and devices you have.

Thank you for understanding that we truly are trying to do our best for everyone right now.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Mrs Brown', with a long horizontal stroke extending to the right.

Mrs Brown