

# Parent Support Meeting

## January 2021



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- Well being
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# Remote Learning

- As stress free as possible for children, parents and staff.
- As enjoyable and engaging as possible for everyone.
- Appreciate that everyone has very different situations and one size does not fit all.
- To ensure that our most vulnerable are cared for.
- To keep a sense of community and provide stability where possible.
- Offer a mix of online/screen learning and paper based or creative learning.
- Flexibility to undertake learning when appropriate for your family along with the varying amounts of technology and devices you have available.
- Primary age remote learning cannot replicate a 'normal' day in school.
- As a school, we have developed our remote education (home learning) provision after consulting the government guidance, reflecting upon examples of good practice, gathering feedback from stakeholders and taking into account our school setting. The quality and expectations for learning, will be the same whether your child attends school physically or accesses learning remotely. This is quite a different message from March.

# Remote Learning – Key Features

- Children in school used the same lessons set on Purple Mash/Tapestry to give parity.
- Key Stage One, we will be provide at least 3 hours of remote education a day and for children in Key Stage 2 there will be at least 4 hours.
- Weekly learning expectations will be uploaded to PurpleMash/ Tapestry at the start of each week.
- Blogs give the children more detail about the learning they need to complete for each lesson.
- Work does not have to always completed on a computer.
- Blend of written, audio and video instructions to explain tasks where appropriate. (DFE endorsed Oak Academy, BBC and White Rose links). Staff will also create Smart Notebook slides, that children are used to being guided through in class, and some of these will be enhanced with voice overs.
- Regular feedback to the learning uploaded.
- Zoom sessions, three times a week for those children not in school.

# Remote Learning – Issue of ‘Live Lessons’

There has been great debate surrounding issue of ‘live’ lessons. Some parental support for this but also much parent support for children to manage themselves.

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

Ofsted have also said it is not the best approach pedagogically.

The delivery of live lessons puts a significant amount of pressure (and stress) on you as parents to:

1. be online at a certain time, otherwise the lesson is missed.
2. be present with your child/ren during the lesson, to ensure your child is engaged while the teacher is ‘streaming’ and to offer support.
3. manage the technology of a live stream.
4. ensure sufficient laptops/computers/IPads are available
5. ensure you have sufficient broadband / mobile data to enable this multiple streaming lesson to happen.

# Surrey Hills All Saints Primary School

*love, believe, aspire, respect, be responsible*

## Daily Expectations for EYFS

<b>15 minutes Phonics</b>	This should include recapping of all the sounds that have previously been learnt, building CVC words (e.g. sat, tap, pin) tricky word recognition.
<b>15 minutes Number and/or Shape using White Rose daily resources</b>	This could include counting forwards and backwards to 10, recognition of numbers, especially to 10, ordering and sequencing, 1 more and 1 less than a given number. Names and simple properties of 2D and 3D shapes. Please follow the link above to find daily activities set out by White Rose Hub or choose an activity from the menu above. You will find further ideas within the maths booklet on the school website.
<b>10 minutes Handwriting</b>	Continue to practice correct letter and number formation. This could be practicing writing their name or the current phonics focus. Refer to the 'Letter Formation' and document on the school website.
<b>15 minutes on Fine and/or Gross Motor</b>	See 'Fine and Gross Motor' document on the school website. There are lots of fun and practical ideas that you can do in your garden or with resources at home.
<b>In addition to the activities listed above please choose another activity from the menu each day.</b>	These may be creative activities or about understanding the world. In addition to this please choose at least one other activity to complete daily from the activity menu. These include; RE, Understanding the World, Expressive Art and Design and PSED.

**Daily reading with an adult or sharing a story.**

**Further supporting resources can be found at this link.**

<https://www.surreyhillsprimaryschool.org.uk/page/?title=Reception&pid=24>

**Please use Tapestry to share your child's home learning with us.**

## Current daily remote offer for Year 1 – Year 6

<b>English Lesson</b>	Work based around a text. Staff are working on objectives that can be taught remotely. Keeping other planning for Summer Term. following the sequence of learning from the medium term plan. This may be a combination of Oak Academy online lessons, voiced over slides and resources/worksheets
<b>Phonics (KS1)</b>	Pre-recorded phonics sessions that are interactive and can be watched over
<b>Maths Lesson</b>	Combination of white rose maths videos, Bitesize clips, the voice over Smarts and resources/worksheets. Answers will be provided for self-marking at home. Additional learning includes Times Table Rockstars.
<b>30 Minute Active Time</b>	Staff suggest something that they can do outside or inside e.g. Just Dance
<b>Daily additional</b>	All children are expected to read, practise spellings and number bonds/multiplication times tables.
<b>Afternoon activity</b>	Staff are expected to set an afternoon activity relating to the learning theme /foundation subjects. One piece of work to last an afternoon. One activity would be RE each week. For children in Key stage 1, they need to choose an activity from their activity menu
<b>Check in Zoom</b> <b>Staff live on Zoom</b>	A 15-20 minute Zoom for each year group of pupils out of school only, three times a week. Touch base and ask questions about the work.

Completed work should be uploaded to Tapestry/PurpleMash. Teachers can then review the work completed and ensure that the following day's lesson addresses any misconceptions. Feedback and questions will take place throughout the day through Tapestry /PurpleMash. Please note this may not be immediate.

## Engagement with Learning

### Step 1

The teachers will encourage the pupil to attend the Zoom as this will re-ignite the child's interest, sense of belonging and desire to engage.

### Step 2

The teacher arranges a time to call home with the pupil and parent. During the call, the teacher will try and encourage the pupil to do a small task and post it on Purple Mash/Tapestry.

### Step 3

If there is still no engagement, the support team (the phase leader, HSLW, ELSA and a member of the SLT) will discuss which action is the most appropriate to follow:

- Phone call home to double check what devices they have, set up and who is working at home. Has anything changed that we are unaware of? What are the barriers?
- Suggest some softer tasks.
- Encourage the pupil to take part in a class zoom and then a member of support team will follow this up in a zoom.
- Regular pastoral zoom to increase engagement.

### Step 4

Discuss as a team whether the child should be attending school.



# Well Being

- Mental health is about our feelings, our thinking, our emotions and our moods.
- Looking after our mental health is just as important as looking after our physical health.
- As a school, we are very aware of the mental health challenges children may face during lockdown. The children are experiencing a prolonged period of time where they are managing online learning, but also isolation from their friends, their class and the routine of being in school.
- As a parent, you are doing the best you can in a very difficult situation. We need to ensure that we work closely as a partnership helping you to support your children with their education and wellbeing.





## Who is available to support?

Classteacher

Phase Leaders

Senior Leadership Team

School ELSA

School Home School Liaison Worker

School nurse

Please email the school office if you have a question or your child needs support.



**HOME SCHOOL  
LIAISON WORKER**

**Working together to support  
Children and Families**