



Jerounds Journal

Dear Parent and Carers,

As the festive season is thrust upon us at an exhilarating speed, I wanted to share with you all, a heartfelt thank you from the staff here at Jerounds, for the support and enthusiasm you have all extended to our children and community, throughout this autumn term.

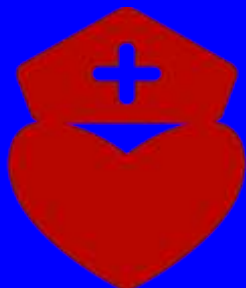
Notably, our hygiene practices have been kept to quite an extraordinary level, whereby despite some sore hands for both the pupils and staff, there has been very little disruption to our children's learning. Reducing the risk of spreading the infection has been a direct result of the vigilance and professionalism of the staff here at Jerounds and their determination to drive daily hygiene practices throughout school. Furthermore, I am immensely proud of their commitment, and despite occasional negativity, that alas is always attached to any public service, for the most part, communities and societies have recognised the important part education plays in changing society - we really are the change-makers. We enter into our profession to improve opportunities for our children.

*'The value of our lives is not determined by what we do for ourselves.
The value of our lives is determined by what we do for others.'*

Onto other news now. Sharon Newton, our wonderful Family Support Worker, has relocated to the south west of England and will begin a new and exciting opportunity for her and her family next term. Naturally we will all miss her enormously. I cannot emphasise enough the transformative power of Sharon's influence upon our Harlow community. It has truly been epic and the legacy she leaves behind, is one of hope and optimism. Rachel Robinson, whom many of you have already met, will take up the Family Support Worker gauntlet upon our return in January. Meanwhile, please rest assured that the outstanding quality provided by Sharon, will continue, and should any families require any assistance or support, they are to contact either the school office or Rachel Robinson directly.

Pupil attainment/progress reports will be sent home prior to February half term this year, so that parents may have a true indication of where their child 'sits' academically and how they may best support their child further throughout this academic year. Given the emphasis upon 'gap analysis' teaching presently, we require one further assessment analysis to confirm the validity of our data. Meanwhile, teachers will continue to upload homework tasks onto Seesaw and encourage our parents and carers to continue promoting the importance of daily reading. Significantly, recent research stated, that 60% of the secondary curriculum is inaccessible to pupils, if they do not reach the required reading standard upon leaving Year 6. This is something, we all have a collective responsibility to achieve for our children.

Today, Jerounds welcomed the arrival of Santa Claus, Rudolph and some naughty elves, who very kindly liaised with our Friends of Jerounds, in order to deliver a present for every child. The children were so thrilled by the sighting of a real reindeer and the presence of Mr Claus himself. This afternoon reminded us of the magic of Christmas and the joy of teaching in the primary years, whereby, we get to witness a little bit of 'awe' and 'wonder'.



Finally, I wanted to publicly thank Mrs Bell, who collated and presented Years 2-6 classes' Christmas recordings over recent days. This was a huge undertaking, that I know many parents will treasure and value for many years to come. Our Year 1 and EYFS teachers produced their own fabulous recordings, once again demonstrating superb IT talents; this has of course been duly noted, for future productions! Moreover, I am sure many of you also appreciated the permanency of having a recording to share with your wider extended family members and to use as an embarrassing reminder for your child's teenage years!

Christmas reading:

Please enjoy the article below, which I have amended in places, by Stephanie Wilkinson, in an attempt to explain our understanding of the future of education and online learning. It is an expression of hope for our children's educational journey...

The COVID-19 (Coronavirus) pandemic reshaped the education landscape in a matter of months, as schools were forced to go virtual. *How though*, has this experience impacted upon teaching and learning in the future?

For one and a half billion pupils around the world, the COVID-19 (Coronavirus) pandemic will be a defining moment in their school lives. More than 190 countries have implemented school closures in response to the outbreak, affecting 90% of the world's pupils, according to UNESCO. A new generation of virtual learners were born with weeks, schools had to experiment with new online learning platforms and parents had to provide the hands-on support teachers normally offer in classrooms.

The Royal College of Paediatrics and Child Health in the UK has said that the effects of school closures risk scarring the life chances of young people, with pupils from under-resourced communities suffering the most. Left unchecked, COVID-19 will exacerbate existing problems and deepen structural social and health inequalities. This is quite a damning set of conclusions and thus something governments need to address with immediate effect.

Identifying educational gaps

Access to electronic devices and the internet is a huge determining factor in whether pupils were able to continue their education during school closures. According to the DIGITAL 2020 report, only 60% of the world's population is online so many pupils will not have had adequate access to distance learning, which is likely to cause educational gaps. Pupils who have had difficulties coping with the transition to online learning or have not received enough parental support during school closures will also have suffered from being outside the classroom.

"The first focus should be identifying gaps at pace and as accurately as possible".

"Historically, we know that learning gaps emerge whenever students are out of school—for example, during summer holidays, through absenteeism or during natural disasters", says Stephen Fraser, deputy chief executive at the Education Endowment Foundation (EEF), a charity dedicated to breaking the link between family income and educational achievement.

"The modelling we have done shows that the gap during COVID-19 is likely to widen anywhere between 11% and 75%, depending on which countries have access to digital technology and can switch to remote learning more easily".

As schools began to welcome pupils back into the classroom - something NET Schools did throughout the pandemic - identifying education gaps became the most important objective, to ensure no child falls through the cracks. "The first focus should be on identifying gaps at pace and as accurately as possible, but not necessarily through standardized assessment—observations and speaking to students and their parents can help identify these gaps", says Fraser.

Once students have been assessed, tutoring can help get them back on track. "Additional one-to-one or group support will be one of the most effective ways to rapidly support under-resourced students to get back into the rhythm of learning quickly", says Fraser.

Mental and social impact

While educational gaps can be identified, the mental and social impact of school closures could be harder to quantify. School provides a safe haven for many pupils, which the pandemic has taken away. "We do know there will be a small proportion of students for whom lockdown will have been disastrous—they would have been in family environments where access to food security would be a challenge, or where they would have been subject to abuse or violence", says Fraser.

"The forced risk-taking in online learning has been a step-change in innovation".

However, Fraser warns that schools should be careful not to make assumptions about which pupils have suffered or benefited from the circumstances of the lockdown. "There will be under-resourced students for whom lockdown will have been a positive experience—they might have suffered from bullying at school or had low self-esteem. Having a break from that environment will provide a circuit-breaker for those relationships. Equally, there will be more fortunate pupils who have really suffered through this period".

A technology revolution

The switch to online learning during school closures represents the biggest educational technology experiment in history. Harnessing technology has proven to be vital for schools. Within weeks, teachers had to decide how to deliver lessons and package resources virtually, using new digital learning platforms.

Professor John Hattie, author of *Visible Learning* and director of the Melbourne Education Research Institute at the University of Melbourne, Australia, says technology in itself has had little impact on educational outcomes in the past, but lockdown has presented a unique opportunity. “If you look at the 200-plus meta analyses on technology in education since 1976, the effect has been very small. However, we threw that out the window with COVID-19, and suddenly teachers had to depend on technology”. Hattie says this has forced teachers to release responsibility for control over their classes and allowed students to become more active in their own learning.

“If students don’t know something when they are in the classroom, they don’t put their hand up—they sit there and pretend they understand, because they don’t want to interrupt the teacher or get any negative feedback from their peers”, he says. “But online, they will talk to other students—it has enormous potential to create a new subtext of learning”.



Interactive apps can help encourage this self-reflection and pitches the work at a level where students are stretched but not overwhelmed. “Educational apps are good at utilizing the ‘Goldilocks principle’ of challenge—not too hard, not too easy, not too boring”, says Hattie. “Teachers often give students tasks depending on their ability, which locks them in. But with apps and games, when a child gets to one level of success, the challenge is raised and he or she wants to keep playing. That’s what we’ve got to bring back better after COVID-19”, he says.

For Hattie, the most exciting use of education technology during lockdown has been how it connects students to their peers. “Most students are into the social use of technology in dramatic ways—sometimes for the negative, sometimes for the positive—but using the social aspect of technology is the biggest learning we need to get out of this experience”.

Fraser agrees there’s a huge opportunity to do things differently without losing sight of what’s important. “The forced risk-taking in online learning has been a step-change in innovation—we have schools and students doing things that they never would have done before”, he says.

“The risk is that when we go back to face-to-face schooling, we won’t know whether those ways of learning were more impactful—whether they led to more engagement or disengagement. To borrow the words of a colleague, they could leave a ‘legacy of activity but not a legacy of knowledge’. The quality of the relationship between the teacher and the student is the key driver in whether those new ways of working have an impact or not”.

A chance for change

Hattie says it is crucial that schools don’t squander this opportunity for change: “My plea to teachers is to keep a learning log during distance learning about what works well and have a really robust discussion about what you want to stop and what do you want to bring back”. This is something all Jerounds teachers are encouraged to do - to reflect upon their practice.

After experiencing several waves of school closures in Australia, Hattie says distance learning practices have already been refined. “In the first wave of closures, we tended to package students’ work and give it to them to do, as well as delivering lessons online. The second time, we realized that some students didn’t know what to do when they were struggling, so teachers started to package the work differently—they were clearer about what success looked like in smaller steps, and encouraged the students to work together. We need to speed that process up, and stop doing the same things online that we do in the classroom”.

“The capacity to learn, adapt and be resilient comes from engagement in education”.

Learning at home also tends to be much more intensive, without interruptions from assemblies, recess or other school activities: “We realized that students can often complete work a lot faster at home than at school—so during the next wave of school closures teachers weren’t as obsessed with ‘time on task’. They were much more interested in helping students’ pace [themselves]”, he says.

Reflecting on the experience

Assessing the successes and failures of virtual learning in this way will be of utmost importance as the pandemic continues. Increasing access to electronic devices for students of all backgrounds, providing extra training and support for teachers and offering tutoring for those who need extra help will also be necessary to ensure education is more equitable.

Education leaders must use this time of reflection to ensure that students are equipped with the skills to tackle the new world we are living in. Education remains central to our future prospects and resilience in facing future global risks, including the threat of climate change.

“The capacity to learn, adapt and be resilient comes from engagement in education”, says Fraser. “These are the protective factors for all of us throughout our lives. Maybe there’s no reason to revisit the whole purpose of schooling, but to emphasize the importance of every child coming out of this pandemic well prepared to handle whatever challenges humanity faces next. Building robust literacy, numeracy and critical thinking skills in students is one of the strongest bets we have”.



Wishing you all a very merry Christmas with family and loved-ones,
Best wishes,

Mrs Laura Ciftci BA (Hons) MEd
Head of School

Christmas at Jerounds





Winter Sports Day

After a fantastic day of archery, curling, football shoot and many more activities, the results are in.....



Brunel— 844 points (5th)

Shakespeare— 1134 points (3rd)

Darwin— 1022 points (4th)

Nightingale— 1217 points (2nd)

Pankhurst— 1273 points (1st)

North Pole Challenge

Jerounds took on the North Pole Challenge this year. The children took part in 15 minutes of walking, jogging or running everyday to see if they could reach the North Pole....and they managed to do it!

A fantastic total of 4663 miles was completed!

A big well done to all the children that took part and got us to the North Pole and back.



Useful Websites

Here is a really useful list of websites with free games and activities that you can introduce to your child to supplement and consolidate their learning:

[BBC Spellits](#) (Spelling games) (KS2)

[BBC Bitesize](#) (Spelling and grammar) (KS2)

[Arcademic Skill Builders](#) (Literacy and maths games) (KS1 & KS2)

[Crickweb](#) (Literacy and maths educational games) (KS2)

[Kids Spell](#) (Create your own spelling lists & games) (KS1 & KS2)

[Fun Brain](#) (Maths, reading and spelling games) (KS1 & KS2)

[Learning Games for Kids](#) (Spelling and word games) (KS1 & KS2)

[Eduplace.com](#) (Levelled spelling and vocabulary games) (KS1 & KS2)

[PrimaryGames.com](#) (Spelling rules, incl. vowels, blends, plurals etc) (KS1 & KS2)

[ICT Games.com](#) (Look, cover, check game) (KS1 & KS2)

[The Times Spelling Bee](#) (Listen to a word and spell it) (KS2) (14 day trial: £1)

[Manythings.org](#) (Aimed at ESL students but includes useful spelling & vocabulary games) (KS2)

[Spelling city](#) (Vocabulary and spelling interactive activities, printable worksheets, games) (KS2)

<https://www.topmarks.co.uk/> (Topmarks gives children the opportunity to learn online, through safe, fun and engaging games and activities. (KS1/KS2)

SAT's revision:

<http://www.bbc.co.uk/bitesize/ks2/>

<http://www.bbc.co.uk/schools/>

Parents advice

<http://www.bbc.co.uk/schools/parents/>

Winter Reading Challenge

It's that time of year to snuggle up with a book during the cold winter months. Why not join the Winter Reading Challenge at your local library? Mrs Bell would love to lots of bookmarks filled with wonderful stickers around the school.



**Pick up your giant bookmark today from
any Essex library and collect stamps for
each library book you read!**

libraries.essex.gov.uk


Essex County Council

Important information regarding attendance

There is no entitlement to parents to take their child/children out of school during term time. All leave of absence must be applied for in writing to the Head of School for consideration.

If absence is not authorised and the holiday is taken, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (£60 if paid within 21 days) to each parent for each child taken out of school.

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for latest news and information



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for latest news and information

Polite Reminders

- ♦ Jerounds has a no jewellery policy, this includes earrings. Watches are permitted.
- ♦ Please be considerate when parking near our school and remember our neighbours.
- ♦ Have you changed your telephone number or email address recently? If so, please contact the school office as soon as possible to ensure all details are up to date.