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Dear Parents and Guardians

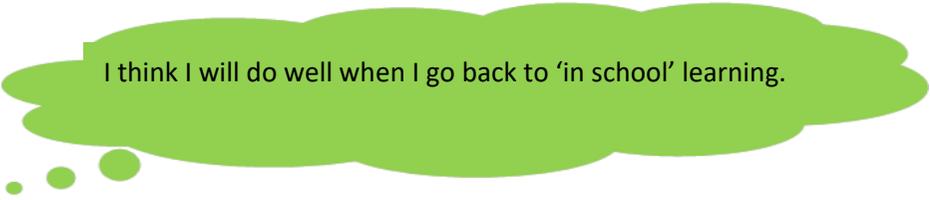
Thank you for taking the time to complete and return the Remote Learning Questionnaires so swiftly. This has allowed me and all of the staff across the federation to gain a much clearer insight into how the remote learning has been received and more importantly how we can improve the provision we are offering. The vast majority of the questionnaires returned were very positive which was pleasing. As you know we also asked the children for their views as well as the adults in school and I am pleased to report that similarly the majority returned were positive. You were all very honest and the extra comments, questions and suggestions were all extremely valuable.

As a result of this feedback we have been able to highlight areas in need of attention and look at how we can improve them. As you have all been so instrumental in helping us with this process, I thought it was important to feedback our findings and answer the questions and suggestions that have been raised, beginning with the pupil questionnaires.

I have been getting house points for the work I have been doing. My teacher is pleased with me.

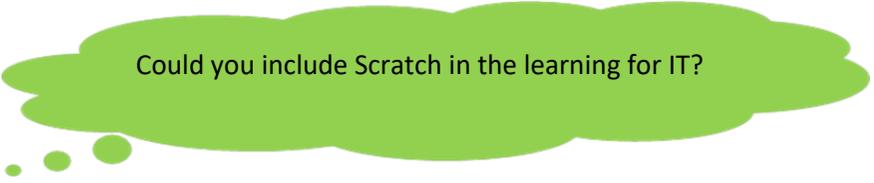
Some pupils felt unsure about this statement and were unaware of being awarded house points. A quick investigation by Mr Buckley revealed that a field had been disabled on one of the Dojo classes which meant that notifications to parents were not happening. This has now been rectified and any house points (Dojo Points) awarded will result in a notification to parents. These notifications are instantly received in class too. We know how important feedback such as this is to our children and we would encourage parents to share the news of Dojo points awarded with their children as soon as they get them.

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I think I will do well when I go back to 'in school' learning.

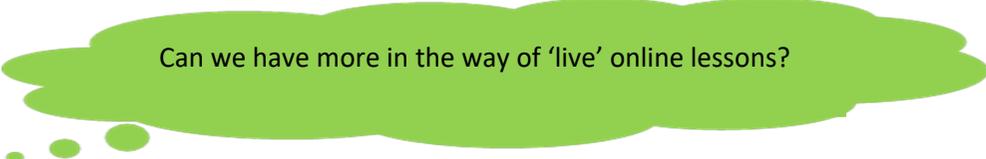
We noted that some pupils were unsure or worried in their responses to this statement. In order to address their fears we have built in time where children can connect with their teachers remotely by ClassDojo messages in Class 1 and Class 2 and we have introduced online drop-in sessions for our Class 3 children. We felt that this was more appropriate for the Class 3 children as they are likely to encounter 'live' online teaching as they move up to secondary settings. Our teachers are also available for prearranged telephone calls with the consent of parents to discuss any worries the children may have. We are also providing well-being activities routinely for all classes and we decided to provide a focussed week's worth of activities linking to Children's Mental Health week. We understand that children can and will most likely, feel anxious at times during this period. We would ask that you speak to your children and reassure them that if needed, their teachers are here to talk through their concerns and to listen to them when we can.



Could you include Scratch in the learning for IT?

Mr Buckley and Mr Bowker have decided to trial this as a blended learning activity and have added this to their planning for the coding element of IT for Class 3 at both schools. Children will be able to use the 'drop in' by arrangement with their class teacher to show and discuss their projects.

I will now move on to the responses given by parents.



Can we have more in the way of 'live' online lessons?

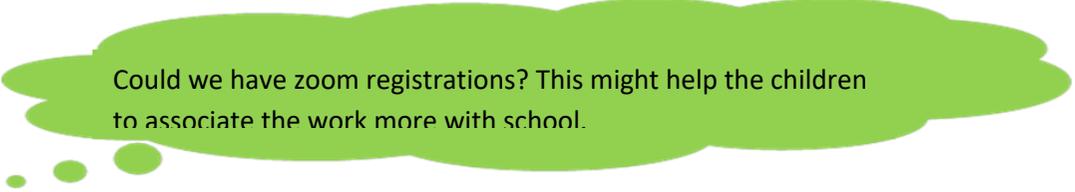
As I mentioned earlier, the large majority of our parents who responded are very happy with the remote provision. However a small number have asked about 'live' lessons. I feel it is important that I explain the rationale behind the choices we have made regarding the delivery of teaching materials and lessons to all of our children.

When we looked at developing our remote learning provision we tried to take into account the needs and constraints put upon all of our stakeholders. We tried to think of as many scenarios as we could for conditions both at home and in the classrooms during the time of remote learning. We recognised that many of our parents were working as well as supporting their children with their school work at home. We also observed that many of our families have more than one child learning remotely and we factored in that parents of younger children would be needed to provide higher levels of support. Our decision to use the Government backed Oak National Academy and White Rose Maths video accompanied lessons was primarily to support parents and children with high quality visual and audio instruction that could be accessed when convenient for the different family dynamics and also paused should the need arise. We felt that this level of flexibility would help our working parents and also give much needed breaks for children who may find remote learning challenging.

We recognise that the media has focussed heavily on 'live' lessons but it should be noted that this far better suited to secondary schools and it is not without its problems. Our schools are located in rural areas with, it could be said, 'temperamental internet services'. We have to manage this on a daily basis in our schools and know how frustrating and limiting it can be. We looked at scenarios where perhaps two children were trying to view their 'live' lessons simultaneously and alongside a parent working online. We concluded that even the best wifi would struggle and assumed that most families would have a limited number of devices. We also know that devices would need to be distanced from one another or muted to prevent noise feedback meaning that children might have to work in different places within the home. Coupled with the fact that primary aged children will still need adult support to some degree, we concluded that 'live' lessons would be more restrictive than our chosen approach for many of our families.

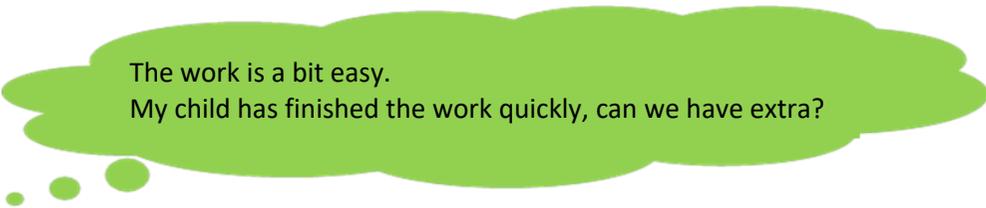
In addition, our school models have mixed-age classes. In order to minimise the pressure on parents we decided to provide year group appropriate remote learning packages which would not require as much differentiation as we would normally deliver in our classrooms. This has involved extra planning and

preparation for teachers who now plan for and teach year groups separately. This is a different way of working for us and for those classes comprising of three year groups it involves multiple lessons happening sometimes simultaneously with the use of support staff. In the classes of older children, who can work more independently with less adult support, we are often still delivering two lessons simultaneously with one group viewing the online videos using laptops and headphones whilst the teacher or support are working with another year group. This approach allows us fulfil our commitment to providing the same provision to all of our children whether they are learning in school, remotely or using a blended approach. As I'm sure you can appreciate delivering 'live' lessons this way would be extremely difficult.



Could we have zoom registrations? This might help the children to associate the work more with school.

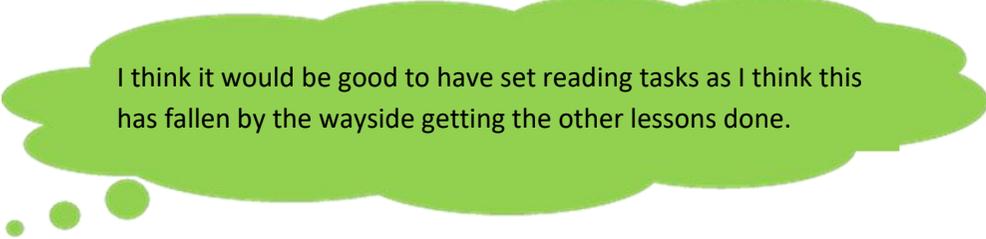
We are currently investigating if we can use the ClassDojo platform to register our children. We agree that this simple action may work to further reinforce to some children that despite being at home it is a requirement to have time allocated during each day to remote learning and that we expect them to attend and participate as much as possible. As previously discussed a 'visually live' register is not expected.



The work is a bit easy.
My child has finished the work quickly, can we have extra?

Our aim is to provide sequences of lessons that follow a balanced and broad curriculum that are age appropriate for the children. As you know all children are different and some require extra support, whether that is to help them achieve the objectives set or because they require further challenge. In circumstances such as this we would advise that you speak directly with your child's teacher. They will advise you whether further work is required. It may be that your child merely needs to explain or reason more thoroughly to demonstrate their understanding of a concept rather than to do extra. Teachers are also aware that learning remotely is an intense experience for children and parents and the time spent should be limited to manageable chunks with lots of time built in for breaks. Your child's teacher has designed the content to take this into account. Children in school routinely have breaks and when they have completed a task they are given down time. As with all things it is about striking a balance.

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I think it would be good to have set reading tasks as I think this has fallen by the wayside getting the other lessons done.

In response to this suggestion from a KS1 parent, the teachers in both KS1 classes have included discreet reading tasks in the weekly phonics folder. We hope that this will support parents who have found that whilst completing the remote learning work, reading has lost focus somewhat. Our teachers have also posted links to online libraries which provide banded books to enable families to continue with daily reading at home. Teachers have also requested that parents record any reading in the back of their remote learning books and to keep teachers informed on amount of reading taking place. If you have any concerns about reading please contact your child's teacher. We know that reading is particularly important for younger children in securing academic success throughout their school lives.

Finally, our staff questionnaires backed up the findings in those returned by our parents and children. Anecdotally, staff have consistently reported much positive feedback from parents and children both learning remotely and in school. Our teachers are happy that work being returned on ClassDojo is demonstrating high levels of participation and that completed work is of a good standard. Staff also said that returned completed books and work submitted on Classdojo means they are confident in the most part, that good levels of progress are also being achieved. We know that remote learning is not the perfect substitute for classroom learning and we all hope for the speedy return of all of our children to fully open schools. In the meantime, we will continue to assess our remote/blended learning and work hard to ensure that the highest quality provision is delivered to achieve the best outcomes for our children.

I would like to thank you again for your continuing support in these challenging times. Please do not hesitate to contact me or your child's teacher if you have any other concerns or questions that have not been addressed in this letter.

Yours sincerely

Mrs Williams

Remote Learning Leader

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