

Class Rep Feedback – 2nd February 2021

Feedback received via email from the reps with responses

Thank You!

From all the feedback received, there were positive messages of support for the school and staff.

First is a thank-you to all the staff for providing the resources for home learning. All the resources have been invaluable -

- *the book of the week and the associated themes*
- *the video of teachers reading the books*
- *The additional links to variations of the books*
- *the yoga links*
- *The zoom meetings daily*

We particularly like that the Phonics 'games' that were previously in PowerPoint have been switched to YouTube. My child loves this as we can see their teacher speaking and we can pause the YouTube video so they can write out the words they are learning. It feels much more personal.

I can imagine it is a lot of admin time to do the planning, filming, editing etc., whilst still doing traditional teaching in the class - just want to pass on the message that it is much appreciated. Thank you!

Firstly thank you for the amazing job that you, the teachers and the whole school are doing in these difficult times, the communication and resources have been fantastic. We really appreciate how much extra work, time and organisation must be involved in coordinating everything.

Just a thanks for all the work they are doing teaching children in school, sorting work out for everyone at home, zooming every day and responding to all our evidence me entries, all with a backdrop of their own anxiety of living through a pandemic...not your average half term and I think they are doing a great job!

Book of the Week

Comment: *would it be possible to send the book of the week on ping on a Friday, so we can check if we have a copy/be prepared for some of the possible activities (tiger tea party - my child requested that baking cakes was 'essential' for instance!).*

Response: *the plans for the following week are posted on Google Classroom on Friday afternoon.*

'Top 20' Books

Comment: *can we see the list of the top 20 books you are planning lessons around?*

Response: *we will post a copy of the 'Top 20' books for each Year Group on Google Classroom. These are books that Year Groups have agreed are quality texts that they want every child to appreciate; therefore, by the time the children leave us,*

P.T.O

they will have experienced 60 key texts. Our normal planning is not usually based around the books; therefore, the children are receiving numerous opportunities to respond to the texts creatively. This ensures that a love of reading is prioritised.

Reading Books

Comment: *are we able to come to the school to arrange a collect/swap of self-reading books?*

Response: we are trying to limit the number of resources to reduce transmission of the virus. Following the last lockdown, our book stocks were significantly diminished and many home reading books were not returned, despite several reminders. We are therefore looking into alternatives, and have already provided class access to Oxford Owl and will be sharing information about a reading programme by the end of this week. If there are any problems, please let your child's teacher know.

Zoom Meets/Phone Calls/Video Chats

Comment: *these have been amazing and it is really nice for the kids to see their teacher every day, but there is not much opportunity for them to have any one on one time, someone suggested that maybe we could get the choice of either the fortnightly phone call from the teacher or the teacher could have a one on one chat with the child over zoom? Alternatively, maybe have some smaller group zoom sessions, the teacher with 2 or 3 kids, to give them more of an opportunity to speak?*

Is there a possibility that the teacher can have a short 1:1 with individual children (outside of the group zoom call)? I think for motivation, it would be good to even have 5 minutes together to talk about how their reading/maths is coming along.

Response: each teacher has been calling home on a fortnightly basis. We had considered setting-up Team Meetings in place of these; however, this would take an incredible amount of organisation and not something everyone would appreciate. Therefore, we suggest that if families would prefer a video call on a fortnightly basis they let the School Office know, and we will try to schedule it at a mutually convenient time, in place of a phone call.

Zooms

Comment: *there is a feeling the Zooms, as lovely as they are, could be working harder. Many parents who are home working and home schooling are struggling to understand how to teach certain things and the Zooms at the moment aren't 'teaching' zooms. Several parents have expressed wishes for more than one Zoom a day. Currently they are focused too much on catching up with friends and no actual learning/teaching. Could there be 2/3 Zooms a day, one that is more catching up / sharing work etc. which is important for the kids, and another which is more study focused. The study Zoom could be a recap or special tips from home learning or previous days Zoom and this could be recorded and uploaded on Google Classroom in case people can't make that time.*

P.T.O

Response: the Zooms were never intended to be teaching opportunities or lessons. They were established daily to provide class connection. Teachers in the Early Years and Key Stage 1 are skilled in providing a learning environment in which children are empowered to lead their own learning, with teachers facilitating this expertly. You would not find children passively sitting on the carpet listening to the exposition of their teachers under normal circumstance; therefore, it certainly is not something we are going to start now. Teaching in this way is not possible over Zoom nor appropriate for such young children. Teachers are spending their time on deciding what learning can be delivered remotely and are writing the weekly plans finding creative ways to engage them. We are not expecting parents/carers to be teachers; however, we do hope we are providing a holistic approach with worthwhile opportunities that will develop their fundamental skills. Our remote learning offer is based on purposeful play, which promotes learning across the curriculum. We aspire to ensure the children are continuing to learn in a safe, secure and happy environment, developing skills and capabilities through a range of experiences:

- Enjoying learning
- Developing imagination
- Creativity and natural curiosity
- Making connections
- Exploring and experimenting
- Solving problems
- Developing independence
- Making things
- Playing games
- Finding out and discovering
- Having fun

Teachers have planned their daily Zooms to provide fun activities that all children can enjoy together, which is a natural way of promoting learning across the curriculum. We can assure you we are making decisions based on what is best for the children.

Engagement / Concentration

Comment: *many parents commenting they are struggling to get their children to do the work and many discussions on inventive ways of doing the class work such as on a walk etc. Smaller group zooms were suggested, focusing on some reading/writing/maths exercises.*

Whilst the resources they have given us are great, I think the kids are really missing out on individual attention from the teachers. Concentration is definitely waning in this house!! Maybe one or two 15-minute sessions a week in groups of 4 or 5 would be good? The teachers know what levels they are at, so could group accordingly?

Response: please see above; however, we will provide some 'top tips' for engagement. Please also ask your child's teacher for advice when they call. We are a 'growth mindset' school and do not put the children in ability groupings. Teachers react and respond to the children and all feedback is provided discretely to individuals. It is not appropriate to replicate this with such young children virtually. We are more than happy to provide individual feedback to anything that is posted on 'Evidence Me' or 'Google Classroom'. We love how creative our children are being!

P.T.O

Working from Home

Comment: *one parent wondered whether during the Year 1 all working from home period, there could be up to 4/5 Zooms a day but shorter.*

Response: there needs to be some recognition of the workload of teachers. Just because they are working from home, does not mean they have endless amounts of time to facilitate Zooms. There are numerous roles and responsibilities they are required to fulfil whether in school or at home. They are planning together to ensure they are using their time effectively, for example, Miss Ingram set-up all the Numbots log ins for the whole school and prepared tutorials for families and staff – they are still making the phone calls home this week, which take an incredible amount of time, even if they were in school. I can assure you they are working just as hard as if they were in school. We also know that many families would find this overwhelming, as young children need support to access remote learning.

Google Classroom and Evidence Me

Comment: *why are Reception Classes having to use Evidence Me to send any work/feedback? Not really an issue - more curious.*

Response: 'Evidence Me' is the app that Reception staff use for observation, assessment and reporting. As observations had been recorded for the Autumn Term, it made sense to continue capturing children's learning experiences from home. Observations will automatically be uploaded to your child's account. When your child returns, Reception staff will continue to use the app and share an overview of their year with you! Therefore, all the evidence is all in one place.

Presentations – PowerPoints, etc.

Comment: *phonics slides – a few have fed back that the video pace is a bit quick, and being able to go through the slides in PowerPoint at the child's own pace is useful, the google slide format has been causing a few problems, I think most have resolved this, but there was a request that they are still available in PowerPoint format if possible.*

Response: we would expect the pace to be quick; most videos are 10 minutes long, which is the longest we would expect a Reception/Year 1 child to concentrate. You are welcome to pause them as you go along. Great, that having the slides is beneficial. Unfortunately, Google and Microsoft are not friends; therefore, we are now uploading the Phonics PowerPoints to our School Website on a weekly basis and will put the links on Google Classroom.

Comment: *Maths/Writing PowerPoints – the videos have been really useful and some of the kids are quite engaged during them, but this isn't the case for all and the phonics type slides seem to be a better way of getting the kids engaged, as they can click through them themselves – one suggestion is to have similar slides for maths/handwriting?*

Response: the planning is being developed to provide opportunities for children to read, write, talk, listen and communicate in meaningful and relevant contexts. We aim to provide a range of opportunities to develop, reinforce and acquire knowledge, skills and understanding. We will consider what other resources we can provide to support engagement.

Priority of Learning

Comment: *we appreciate that you have said we should do as little or as much as we can at home, but if there are a few sessions or activities that we should prioritise each week, it would be good to highlight them (there is so much being put on google classroom, which is great, but it is sometimes hard to know what the focus should be if there is limited time).*

Response: please see our Remote Learning Provision document:

<http://www.stanfordinfants.co.uk/wp-content/uploads/2020/09/Remote-Education-Provision-at-Stanford-Infant-School.pdf>. Here is the expectations for each Year

Group:

Reception: Reading (sharing a book), Phonics, Handwriting, Maths + one Writing focus

Year 1: Reading, Phonics, English (to include Super Sentences), Handwriting and Maths

Year 2: Reading, English including Spelling and Maths

We would also suggest you aim for at least one physical activity per day.

There is no expectation to complete learning at a given time. Again, please do ask your child's teacher if you need support, as we are more than happy to provide guidance for individual children. There is no pressure, do what is right for you as a family.

When back in class: lesson plan summary

Comment: *if possible, can a summary of the children's "lesson plans" be sent to the parents/carers when they return to school after the lockdown? When I have asked my child, they have not been very forthcoming or able to remember the content of the teaching. This is not to interfere in their learning but to be able to support them at home while they are learning. We have been informed about themes such as 'safe and happy', 'police and road safety' but we had no idea, for instance, what the Diwali Diva lamp was until after the event. My child wanted to light it but we did not know its significance until a month later when we saw the pictures on Evidence Me. Also, we were made aware of the colour-coded books each child is reading but it has been so wholesome knowing which specific grapheme/phoneme they have been working on week by week.*

We appreciate this would be more work for the staff but WHERE POSSIBLE, some more prior and specific information on what the kids will be learning (weekly, monthly), no matter how brief, would be very much appreciated, thank you!

Response: we had begun to update our School Website with pages for each Year Group – 'A day in the Life', so you can get a glimpse into your child's day. More info to follow. We will review these when we return and consider what is the most effective way of communicating the learning activities without being over burdensome on teacher's time.

Zoom Links

Comment: *the daily zoom meets are really supportive of children's friendship and well-being. Please can they be added to google classroom as actual links? Centralising all resources and links would be really helpful.*

Response: absolutely, the relevant Zoom links have been posted on each class page.

Catch Up

Comment: *although it may be early to consider, is there any plan in place to support the catch up of those students unable to access in school learning when all children return. There is an obvious disparity in the experience those in school receive to those at home.*

Response: unfortunately, there is disparity in all aspects of life, and we know that we are constantly supporting children to ensure they make optimum progress. We will have to tailor our approach for the children returning to school. We have done it before and we can do it again! We will use our professional judgement to make sure that children are taught the most important things they need to know. We are constantly reviewing our curriculum and will adapt it in light of what we learn about where individual children's gaps are. We will address gaps in their knowledge and skills, and use this to inform any changes to our curriculum. High quality teaching will provide children the opportunity to practice what they have learnt/are learning and show they understand. We will provide intervention support for those who need it. We can assure you, we will make sure every child is supported effectively to be successful on their return to school – personally, socially, emotionally and academically. Our Catch-Up Premium Report is posted on our School Website and can be viewed here: <http://www.stanfordinfants.co.uk/wp-content/uploads/2020/09/SIS-Catch-Up-Premium-Report-2.pdf>. It is a 'live' document and will be updated as things change. We know we will need to constantly modify our approach in order to make our strategy as effective as possible. It is worth noting, that the whole country (in fact world) is living through this pandemic and therefore expectations will not be the same. There is no 'one size fits all' approach and we will be reviewing, along with other schools locally and nationally, how we respond appropriately to the changing landscape and ensure the children are ready for the next stage of their education. We will be creative and adapt our teaching to the needs of every single child, in collaboration with you.

Bubble Query

Comment: *is it possible to know the rationale behind those in school staying in their now very small class, instead of students being mixed together. Mixed classes would free Teachers/TAs up to provide more remote learning support?*

Response: it had always been advised that keeping children in small, consistent groups was the best way to control transmission of the virus – this is the control measure we have had in place since we returned in June 2020. In order to continue to keep everyone safe working in school, it was agreed that classes would remain in their bubbles, with 12 being the maximum at any one time.

P.T.O

We do not have large classroom bases and need to ensure we can provide adequate distancing. Staff were keen to remain in their consistent bubbles and not mix, as the message is clear, limit the number of contacts to control the spread of the virus. Year Groups are working incredibly hard and effectively to manage the children in school and those learning remotely. They are balancing their time creatively – but this is no easy task. Our priority continues to be the health and safety of everyone, which will ensure we can cater for all the children.

Rewards

Comment: *is there any reward incentive students could receive for completing work. It may help continue to motivate them as the weeks go on!*

Response: we have plans but want to make this a surprise for everyone! We would suggest to still have 'Golden Choices' on a Friday. Your child/ren can choose an activity they would really like to do to celebrate the end of the week and upholding our Golden Values – we will send home some ideas to share with you.

Critical Worker Status

Comment: *is this being regularly reviewed? There is some concern that some children are in school full time despite parents working from home.*

Response: following the Prime Minister's announcement on 4th January 2021, only children of critical workers and vulnerable children can attend school. All other children will receive remote education. The definition of a critical worker has expanded significantly since last time. Children with at least one parent or carer who is a critical worker can go to school if required. This includes critical workers who may be working from home and children who have another parent working from home. However, the guidance was updated to state that parents and carers who are critical workers should keep their children at home if they can. The guidance states that schools should not limit the number of children of critical workers who can attend on-site provision, meaning schools will still have an obligation to accept the requests of critical workers who qualify. We have evidence of every parents critical worker status, alongside days worked. Critical Worker families are liaising with us if their circumstances change.

This really is for school to manage; however, we did not write the guidance or make the decisions. If parents/carers are unhappy about the guidance, please feel free to contact Mr. Johnson or Mr. Williamson!

Covid Cases in School

Comment: *will those at home still be notified if there are any Covid cases in school? This afternoon's update said there have been cases so perhaps that will be how we are notified (instead of the more formal process we had over Christmas?)*

Response: those in school had all been informed following Public Health advice, alongside the Year Group it was related to and we would provide an update to the whole school as necessary. I was working on a 'needs to know' basis. Happy to change this approach, if all families want to be informed, and send the whole school letter to everyone.

World Book Day 2021

Comment: *with the recent announcement that the earliest schools will reopen is 8th March, what can we do for world book day (4th March), it would be good to have something a bit different for the kids to prepare and look forward to.*

Response: we are having to find creative ways of doing all school activities! We will still be celebrating 'World Book Day' and our love of reading. We have registered for digital tokens to distribute to each family. Children are welcome dress as their favourite book character on the day too. More information to follow nearer the time.

Return to School

Comment: *In the hope, students will get to return after Easter what will this look like? Some children will need extra support to make this transition again after such an extended lock down period.*

Response: firstly, we really hope they will return before then! However, irrespective of when they return, we have been here before and know that wellbeing is the most important aspect to consider when all children return to school. We will begin to re-establish the relationships and routines that they were familiar with. If children need support in talking through their experiences of lockdown, then this will be provided, so that they can begin to process the event and any emotions to tame them. The curriculum will be revised to support and challenge the children appropriately.

INSET Days

Comment: *will there be any change to the future planned INSET days (due to the emergency one that was required at the beginning of this term) or will the remaining ones stay the same?*

Response: the emergency INSET was to plan for the announced B&H two weeks closure. The other two INSET Days for this academic year will still go ahead as planned, as we already have training booked. The dates are as follows:

Monday 22nd February

Friday 28th May

After School Clubs

Comment: *will the after school activities restart as planned when school reopens?*

Response: at the current time, it is anticipated that the After School Clubs will restart when school opens fully; however, we will have to undertake a Risk Assessment based on the situation when we return.

Forest School Update

Comment: *have forest school sessions been able to start as planned or have they been delayed until the whole school return?*

Response: the plans for Forest School were in progress; however, due to extenuating personal circumstances, Mrs Bennett is no longer able take up the position, which is obviously hugely disappointing. However, I am in the process of liaising with the Forest School Association to see what our options are, as the grounds are now ready to go! I hope that I will have a more exciting update soon...