

## Home Learning— Additional Information for Parents

Dear parents,

This period of school closure is now well underway and we have been really impressed with the vast majority of children and the levels of engagement, in the work set, that we are seeing across our learning platforms. We know that so many of you are working hard to make home learning work whilst juggling many other responsibilities; we do know that this period of time presents extensive challenges to the vast majority of you. Thank you for working with us to enable children's learning to continue moving forwards and for supporting your child's progress.

As has been pointed out in previous communications, we are keeping a close eye on how well children are engaging with the work using a simple RAG rating system:

<b>Green</b>	high level of engagement: attending the vast majority of live lessons and/ or high level of engagement on seesaw. Uploading all that has been requested+ other pieces.
<b>Amber</b>	moderate level of engagement: <i>across a week children do attend 'live' lessons and/or upload most work that has been requested.</i>
<b>Red</b>	low level of engagement: <i>not attending 'live' learning, none or very little work uploaded to SeeSaw.</i>

We are making contact with all of our families but prioritising those children where we have concerns about engagement, in the first instance. Our aim is to support you to find solutions to any difficulties and barriers that you may be encountering and by doing so enable children to access more of the teaching that is on offer. *It is a requirement of all local authorities and academy trusts that they are able to monitor the levels of engagement in schools and as such we are in turn asked to provide this information when asked for it.*

As much as this is a challenging time for all our parents, so too has this set an unprecedented challenge for teachers who have needed to adapt so much of their practice, so often entirely dependent on face to face interaction, to support learners remotely. Deciding on the best medium for the delivery of lessons has required a great deal of thought and consideration of the variations that exist between different groups of children and households:

- \* Age and stage of development of the children (levels of concentration, independence etc.)
- \* Levels of support needed to access the learning (will the teaching content need to be returned to/played back)
- \* Need for parents to have flexibility over when lessons are accessed (to fit better with own workload)
- \* Access to technology—are there enough devices in each household (we have been able to support a number of families with technology)
- \* Internet bandwidth —can a single household sustain multiple devices operating in unison?
- \* Family size and make up—enabling parents to support with different types of learning at different times.

*There are inevitably many variations that exist that are not in the list above.*

When setting out to plan the learning for the children, our teaching team have been determined to stay focused on what they as professionals believe to be the best medium for delivering that learning whilst still balancing the factors above. We have also needed to hold in balance the time spent teaching with time to feedback and respond to submitted work along side time to plan and produce high quality resources.

Getting our teaching and learning offer right for all is inevitably an almost impossible task. Where one approach fits one child or set of personal circumstances, other approaches may be much better matched to another. Our aim has been to get it right for most or as many as we possibly can.

We have listened carefully to the feedback that we have had from parents so far and have, where it has been possible, altered our approach or added elements to it. We have also consulted with colleagues in other schools and read advice and recent research that has been made available from Ofsted and the Education Endowment Foundation. What seems quite evident at this point, is that the medium of delivery is far less important than such things as; the clarity of explanation, the quality of feedback, the means that teachers use to scaffold and support their learners, including the use of a range of teaching resources, and providing opportunity for parents and children to communicate with their teachers frequently and when needed.

Next week you will receive a survey form, asking you to evaluate your experience of home learning this time around. We are working with our academy partners on this piece of work and hope that your contribution will help us to continue learning and developing the work that we are already doing.

We would like to thank all of you again for the amazing work that you are already doing to support the children to continue learning and hope that will not be long before we can begin to make plans for a return to the classroom.

With warm regards

*Niki Jones*

Principal