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Dear Parents/Carers,

Provision for Remote Education

Thank you very much to all of those who responded to our survey on remote education. We have used the results of our survey, the recently updated DfE guidance and the Ofsted guide on what is working well in remote education to finetune our remote education provision so that we can support the wide-ranging needs of our school community in the best way we can.

Curriculum Provision

We have adapted our planned term three curriculum to ensure children are accessing the key lesson content that would have been taught if they were in school.

Digital Platforms

We will continue to use Google Classroom as our main digital platform for children in KS1 (Y1-2) and KS2 (Y3 – 6).

We will continue to use Tapestry as our main digital platform for children in EYFS.

Some parents raised concerns about the EYFS platform when responding to the survey. At this moment in time, we feel that Tapestry is more effective for children of this age than Google Classroom, being specifically designed to support EYFS provision. It also has the advantage of being the platform parents are most familiar with.

Statutory Expectations for Learning

DfE Expectations

The DfE statutory guidance has laid out the amount of work that should be set for children of primary school age. Those in KS2 (Y3 – 6) should receive the equivalent of four hours of work per day while children in KS1 (Y1-2) should receive the equivalent of three hours work per day. Children in EYFS should have less work set as much of their learning will be of a practical nature.

Our response

Learning for KS2 (Y3 – 6) children

Children will receive three hours of work linked to the core subjects of English (reading and writing) and Maths.

Each day, children will be set a foundation subject lesson which should take no more than an hour to complete – for most year groups, these subjects will be history, science, PE, art, computing, music and French. Some year groups will offer other subjects depending on their curriculum plan.

Learning for KS1 (Y1 – Y2) children

Each day, children will receive three hours of work linked to English (reading, writing, phonics), Maths and a foundation subject.

Y1 foundation subject lessons will be predominantly history and geography based while Y2 foundation subject lessons may also include PE, Science, RE and Art. Y2 also have the option to join live lessons in computing, music and French provided by our specialist teachers.

Teachers may split learning into short tasks to help maintain engagement and concentration for younger children.

Learning for EYFS children

EYFS teachers will set learning for the week linked to a story book. Activities that need to take place daily include those that support the development of early reading and maths. Other activities are short, focused activities that can be dipped into at a time appropriate for the family.

We understand from feedback received that it is not always possible for families to complete all of the learning that is set due to other commitments. We understand this and would ask you to focus on completing the English and Maths learning if this is the case.

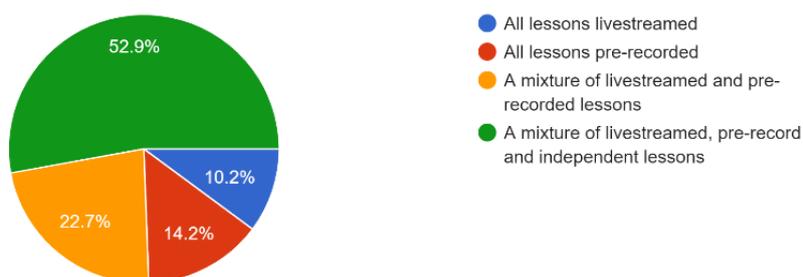
Delivering Remote Learning

Survey findings

As part of our survey, we asked parents to say what approaches they would prefer for remote education.

What approaches would you prefer for remote learning?

295 responses



While a number of parents felt lessons should be livestreamed, many were concerned at the thought of managing access to livestreamed lessons due to the wide-ranging needs of their families. The most common concerns raised were around managing the demands of parental work commitments with a full timetable of livestreamed lessons and managing the access to live lessons when there were clashing timetables for siblings. Parents were also concerned that children would miss out on their learning if they could not access livestreamed lessons.

82% of parents felt the most important role for livestreamed lessons would be to allow children to keep in contact with their friends and teachers (61 % stated well-being was the most important role). 62% of

parents felt that livestreamed lessons would be important to help clarify misunderstandings and explain tricky concepts.

One of the most common requests made in the comment section was that the school recognise the need for flexibility. Parents are juggling childcare and work commitments as well as working with their children to support learning and asked that we build an element of flexibility into our plans to allow them to manage these demands.

Our response

English and Maths lessons will continue to be delivered using pre-recorded videos. Videos have the benefit that children can stop, rewind and watch them again especially those parts that are proving tricky. The use of pre-recorded videos also allows families to schedule learning at a time that is suitable for them.

We use videos provided by White Rose, the organisation that produces our school maths scheme-of-work. Their videos are made by expert practitioners and they are delivering the planned Spring curriculum.

English will largely be delivered by pre-recorded lessons that support key elements of the planned curriculum.

Teachers will draw on the resources provided by the Oaks National Academy as well as creating their own pre-recorded videos depending on planned curriculum coverage and the needs of their class.

Foundation subjects will be a mixture of livestreamed lessons (music, computing and French Y2-Y6), pre-recorded lessons and independent tasks.

Livestreamed Sessions

Each class will have at least two live-streamed sessions per week which will provide children with the opportunity to see their classmates and teachers. The sessions will be used in a variety of ways which could include providing feedback on learning (e.g. explaining tricky concepts, modelling a maths strategy that has proved difficult), explaining the learning for the next week or 'show and tell' type sessions where children share their learning and have the opportunity to ask questions about their work. In some cases, there may be additional sessions planned to support small groups of learners – if this is the case, the sessions will be set up well in advance and teachers will share details with parents to allow them to make the appropriate arrangements.

Livestreamed sessions will be timetabled to try and minimise year group clashes and to allow parents to plan household commitments if they are able to do so. Timetables will be placed on Google Classroom for reference – if there is any need to change the times of sessions, we will try to give as much notice as possible (although some changes may be at very short notice due to staff absence or technical issues).

Additionally, we have planned year group livestreamed sessions where a member of the leadership team will be sharing a story with children each week. The aim of this is to allow children to maintain contact with the school community beyond their classroom. These were well-attended this week and happen at the same time each week.

The year group timetable for livestreaming is as follows. Please see individual year group timetables to see when livestreaming will happen for your child's class.

Y1	Y2	Y3	Y4	Y5	Y6
11.30 - 12.00	11.00 – 11.30	10.30 – 11.00	9.00 – 9.30	9.30 -10.00	10.00 – 10.30

Pre-recorded Sessions

Parents who responded to the survey mentioned how much their children enjoyed lessons that were pre-recorded by their class teachers or by teachers in their year group as it created a much greater sense of motivation.

Teachers are gradually building up their own pre-recorded sessions, particularly for foundation subjects such as art. Some year groups will continue to pre-record their own English sessions to meet the needs of their children and to deliver planned curriculum content. Other year groups will begin to pre-record short clips to provide feedback for learning (e.g. modelling a strategy, explaining vocabulary or tricky concepts) as and when they are needed by the year group. Story sessions are also being recorded to support and encourage reading at home.

Organising Learning

Survey Findings

We asked parents how they felt we should organise remote learning.

Would you prefer:
295 responses



Most parents who responded were in favour of a daily timetable outlining the work that should be completed on each day although a considerable number of parents felt a weekly outline would be more beneficial.

We also asked parents if they felt we should be giving set dates for submission of work or if we should be flexible, allowing work to be submitted within the week it was set. The result of this question was very close with 50.5% of parents preferring a flexible timetable and 49.5% preferring set submission dates.

A number of parents did raise concerns over the stress some children were feeling if they were unable to complete the work on the day it was set. They felt that having work identified as being 'late' or 'missing' was causing unnecessary anxiety especially if this was due to unavoidable circumstances. There were also a number of requests for teachers to provide a time limit for work being set to avoid children spending hours on one piece of work.

A number of parents also requested that work was uploaded to the platform the day before it was due to be completed, particularly if there were sheets to be printed off.

Our Response

All year groups have been asked to create a timetable to share with parents – most timetables will remain the same each week but there may be some variation, particularly for the younger year groups. The

timetables will include timings for livestreamed sessions to help parents plan their week. We understand that not all parents will be able to follow the timetable due to other household commitments but it will give a structure for those who prefer it.

We have also removed due dates from the work being set to minimise anxiety and to help flexibility. Where possible, we would prefer work to be returned as soon as it is completed but understand that this is not possible for some families as they may need to upload work in batches. Teachers and school adults will regularly check work and provide feedback (please be aware that work uploaded over the weekend will be marked in the following school week).

Teachers have also been asked to add how long each task should take to provide guidance for parents and children at home. Teachers are also scheduling work to appear on the platform on the day before it is timetabled to allow time to print out resources if they should be needed.

Reading at Home

It is very important that children have regular opportunities to read at home. While many people are accessing e-books where they can, we have had feedback from parents explaining how difficult it is to keep reading going without regular access to books – many children find it difficult to engage with text on a screen. There is also a concern about the amount of screen time children are experiencing at this moment in time.

As a result, we will be operating an outdoor library from next week which will be situated just outside of the main entrance. There will be a range of books available and for children in KS2, these will be sorted into AR levels so quizzes can be completed at home.

The books will be stored in lidded boxes to protect them from the weather – we would ask you to make sure the lids are replaced once you have finished with each box. Clipboards will be stored in each box so children can sign the books out just as they would in the school library.

Books being returned should be placed in the clearly labelled quarantine box.

Day	Morning 9.30 – 11.30	Afternoon 12.30 – 2.30
Monday	Y3	EYFS
Tuesday	Y4	Y1
Wednesday	Y2	Y5
Thursday	EYFS	Y6
Friday	KS1	KS2

The library will be open every day except when the weather is exceptionally poor. All year groups have at least two slots each week – if you have children in multiple year groups, you will only need to attend on one session.

Hand sanitiser will be available and we would ask that you use it before handling books. We would also ask you to maintain social distancing at all times and wear face masks as requested in previous letters.

Accelerated Reader

Accelerated Reader is an online program that allows children to complete online book quizzes once they have completed a book. Unfortunately, it is only available for KS2 (Y3 – Y6) children at this time.

Children in KS2 can access Accelerated Reader at home – follow the link that is in the ‘homework’ section of the school website.

Support for Parents

Many parents shared their appreciation of the support they were receiving from class teachers via Class Dojo – teachers will continue to be available and are only too happy to help in whatever way they can. Please be aware that your child’s class teacher will not always be able to respond to queries straight away particularly on the days they are in school supporting the children of critical workers.

If you are having difficulty in accessing learning with your children for any reason, please contact your child’s teacher and let them know. If the class teacher cannot help you, they will pass the concern on to the relevant person who will contact you to discuss the issues you are facing.

Once again, we appreciate you taking the time to fill in the survey and as always, we will continue to review and adapt our provision in the light of feedback we receive.

Yours sincerely,

Mrs Woolcombe
(Head Teacher)

Miss Allen
(Assistant Head)