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Spring Term Newsletter 03 - 03/02/2021



Dear Parents, Carers and Children

I hope you have enjoyed the snow this week. Unfortunately, it caused disruption at school and we had to close on Tuesday for the first time in years! We are sorry for the inconvenience this caused

We were happy to receive some positive feedback and photographs on Seesaw regarding 'Figure it out Friday'. It looks like you had fun solving puzzles, playing board games and challenging your thinking. Thank you for joining in.

This week is National Story-telling week so we are calling this Friday, 'Fairytale Friday'. Again, teachers will provide English and Maths activities and we ask that you choose one or more of the Fairy tale ideas too.

Here are our suggestions of activities you can do at home:

- Record yourself reading your favourite fairy tale beginning
- Dress up as or make your favourite fairy tale character
- Act out a scene from your favourite fairy tale- try and involve the rest of the family or your toys
- Create a piece of music for the most exciting, happy or scary part of your favourite fairy tale
- Draw a picture of a person you know as a fairy tale character- you can make this as funny as you like!
- Try and re-tell a fairy tale without the book in front of you
- Change the ending of a fairy tale. What would happen if they didn't all live happily ever after?
- Create a dance to your favourite fairy tale music

Please post any short video clips of you taking part in any story telling activities directly to Miss Exley via e mail: amanda@penn.cumbria.sch.uk who is going to create a montage. She has done a great job in the past and she will post it on Facebook next week for us all to enjoy.

We know that a number of families have contacted Mrs Wright for support. Our staff like to help where we can. If you have any specific medical or behavioral issues that you want to discuss further, please remember that you can make a remote appointment with the virtual school nurse. She can also direct you to other family support services that might be able to help.

Your Public Health Nurse contacts for South Cumbria are:

Yvonne Rowlinson Tel. 07919228463

Donna Moore Tel. 07815991478

Or follow on Twitter [@healthy5-19](https://twitter.com/healthy5-19) or www.cumbria.co.uk/ph5to19

Dojo Points

We are going to suspend giving Dojo points until our return to school. We feel that teachers are giving plenty of individual feedback and now we are sending Special Mention certificates on a Friday, we are recognising those children who are working extra hard or have produced a particularly good piece of work.

Returning to School

You will have heard on the news about a potential return to schools on 8th March. We have no further information as yet but we are very much looking forward to making plans and seeing the children altogether once again

Part of our Online Information Series



What you need to know about ...

FAKE NEWS



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WHAT IS FAKE NEWS

Parven Kaur, Kids N Clicks Founder

Fake news can be false information, photos or videos purposefully created to confuse or misinform. It can also be genuine information that has been manipulated to deceive. It is important that children learn how to distinguish between real news and fake news, so that they don't inadvertently share something which isn't true or believe something which could be misleading.



FAKE NEWS ALERT!

For details, see page 13 ...



KNOW THE RISKS

SHOCK VALUE

Fake news can cause upset or shock to readers or viewers. Many fake news stories are written with appealing headlines and have content designed to create 'shock value', so the news spreads rapidly (common examples include the 'death' of a celebrity, company giveaways, news relating to supernatural events, or terror-related posts that provoke reactions).

EMBARRASSMENT

Fake news is often deliberately created to misinform people – whether for fun, out of malice or to support an ideological or political agenda. As it's often difficult to tell the difference, young people can easily believe what they see and then share something which is a hoax or a joke, leading to embarrassment or ridicule.

INFLUENCE BEHAVIOUR

Ultimately, fake news is designed to shape people's beliefs, thoughts and decisions: influencing them into believing something which has been misrepresented or which simply isn't true. This can shape how children think, behave or act in real life. It can especially affect their trust in the media or even in democracy itself.

FURTHER SUPPORT

REPORT THE CONTENT

Google and many social media platforms now have dedicated methods for fake news stories to be reported to them. This can range from sending a feedback message to Google via the page itself to the 'Report Post' buttons on Facebook and Twitter.

PROVIDE REASSURANCE

If your child feels as though they have been negatively impacted by a fake news story, or has suffered some form of embarrassment because of fake news, it's important to be supportive and reassuring. Discuss with them how not everything that's posted online is true.

IMPROVE THEIR DIGITAL LITERACY

If your child has been tricked by a fake news story, try to encourage them to think more rationally about what they see and hear on the internet. Advise them to question the motivation behind a story – such as why it's been written, and if it's trying to make them form a specific opinion or influence their actions.



HOROSCOPES

New to page 18 ...
Find out what's in your future!

SPOT THE SIGNS

CONSIDER THE SOURCE

Fake news stories can sometimes be identified simply because they are too ridiculous or outrageous to believe. Make sure that the website that published the story is a credible source, like a major news network or local paper which has the resources to fact-check published stories.

CHECK THE URL

Does the website address at the top of the page look real? An easy way to spot suspect stories is if they're located on a news site with an odd domain name. So check the URL. Some shady websites try to incorporate a legitimate news source into their URL (such as www.therealbhc.co.uk) or will slightly misspell a popular domain name.

VERIFY FACTS AND IMAGES

Authentic news is usually backed up by official data or surveys and previous, similar instances of the occurrence being reported. Similarly, fake news stories often include photos which have been manipulated. Perform a Google reverse image search to see if the picture has been stolen from another source and doctored.

RESEARCH THE WEBSITE

Be wary when a big story comes from a news organisation that you've never heard of. Some hoaxers will quickly set up a website just to spread fake stories and so-called 'breaking news'. Use the internet archive to research how long a site has been running – and check if the same story is being reported by more credible news outlets.

ARE ALIENS HARVESTING OUR WIFI?!



Supposed footage of alien craft

Our groundbreaking exposé on page 4 ...

OUR EXPERT PARVEN KAUR



Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.



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Remote Education Provision: Information for Parents /Carers



This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If a pupil is at home due to contracting Covid or they are self-isolating, teachers will provide remote learning via Tapestry for Reception class, and Seesaw for all other classes. Communication with parents and messages will also be sent via Tapestry in Reception and ClassDojo for the rest of the school

Parents should inform teachers that their child is well enough to work at home and tasks will be set that are in line with the learning that is taking place in the classroom. Teachers will send age, ability appropriate meaningful and ambitious tasks each day that cover English (including phonics), Maths and another curriculum area

If the whole class are self-isolating, which is likely to include the class teacher, the teacher will work remotely to plan, send recorded instructions and explanations and set tasks to be completed which will be followed by supportive feedback

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school where possible and appropriate. However, we have needed to make some adaptations in some subjects. Some tasks do not lend themselves to remote learning and require interaction or collaboration with peers. When this happens, teachers will attempt to provide another task which will have a similar learning opportunity and outcome. We are also aware of different resources at home including technology and printing facilities. We aim to be inclusive.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

Reception children's parents are given provided with login details for Tapestry so they can access school observations, activities set, videos and they can respond to individual tasks. It is a two-way dialogue
From Year 1, parents are provided with a Dojo login which enables them to directly message teachers and receive messages back

All parents in Key Stage 1 and 2 have been provided with a Seesaw login. Seesaw is a learning platform which enables teachers to voice record, set tasks and feedback
Parents are asked to keep logins safe and contact your child's class teacher if they are forgotten

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you do not have a suitable device to work on to complete your online learning, please contact school. We have a number of devices that we can lend out. Currently, we cannot guarantee that we have enough to provide everyone with a device but we have applied for more devices and await their delivery

Parents can collect exercise books and any other materials they might require from the school gate

Any parent who is concerned or worried about submitting work to the teacher remotely or who is unable, should contact school for some further support

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

. Some examples of remote teaching approaches:

- recorded teaching (visual/audio recordings made by teachers and the use of other pre-recorded lessons e.g. Oak National Academy lessons, video)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home, Oxford Owl online reading resources
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work such as creative homework tasks /or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all pupils to engage with remote education with the support of their parents. We also acknowledge that parental and pupil confidence, circumstances at home and resources are different for different families
- We will try our best to support you to support your children

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will respond to uploaded work and tasks daily and provide constructive comments
- Each week, at our online staff meetings, staff will report to the Senior Leadership team if they are concerned about the engagement of any pupil. Teachers will Dojo message them directly and phone if they get no response to see if any support is required. The headteacher will phone to discuss any specific issues that are preventing any child receiving their education remotely
- If parents are unable to engage their children in remote education, staff will speak and encourage children to engage
- Where there is no engagement, even with support, the senior leadership team may treat this as a safeguarding concern. An Early Help may be suggested to a family which might include outside parenting support

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Pupils' will receive daily feedback (written, voice recorded or emojis/symbols) on completed tasks and teachers will use this to plan further activities. Work will be differentiated to suit groups and individuals where possible

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- All children with an EHCP are invited to attend school on site, including those who we have made applications for, and will continue to receive support as set out in their plan. For those with EHCPs who are at home, steps will be taken to ensure that we, where possible, provide the provision set out in their plan.
- Work will be differentiated to support different abilities therefore many children with disabilities will be able to access themselves
- Phone calls and supportive, informative messages will be sent regularly to parents who need educational or emotional support or advice
- School staff will show understanding and flexibility whilst enabling a high standard of remote learning is provided
- Practical physical resources may be loaned

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Individual pupils who are self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. This will be in line with what the rest of the class receive. Work set is likely to be a day behind the rest of the class to enable the teacher to make the necessary changes to lessons to enable the lesson to be taught/ accessed remotely

Feedback will be provided but may not be as frequent as teachers and teaching assistants will prioritise teaching in the classroom and then consider those children who are learning from home.