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Spring Term Newsletter 04 - 10/02/2021

Dear All

This Friday is 'Friendly Friday.'

Teachers will not send English and Maths activities since it is the last day of term, instead, we are going to celebrate by hosting Zoom meetings for all classes which we hope to do on a weekly basis, after half term and until we are able to return to school.

Many of you will be familiar with Zoom but for those who have not used it before, it is a video conferencing app which enables people to see each other on screen and interact with each other. It can be accessed on laptops, iPad or phones. Your child's teacher will send you an invite and a password on Tapestry/ Seesaw which will provide you with login details so that your child can join their class and see everyone else who logs in. We will trial it this Friday and we think this will be a welcome addition to our remote learning and particularly good for wellbeing. We know everyone are missing their friends. We are missing the children too. Teachers will provide further details on Seesaw this week. It is not essential that everyone joins in for our first meeting but it would be good to see as many of you as possible. Please also be aware that whilst teachers regularly use Zoom and Teams for staff meetings, we have sometimes experienced issues with connecting or maintaining clear communication. If this occurs, please do not be too alarmed or disappointed.

We will schedule meetings at different times to make it easier for those families who are sharing devices.

The times will be as follows:

Year 6	9:30am
Year 5	10:00am
Year 4	10:30am
Year 3	11:00am
Year 2	1:15pm
Year 1	2:00pm
Reception	2:30pm

Further details will be sent by teachers on Tapestry/ Seesaw.

In order for these sessions to run smoothly, we have provided some guidelines

Online Learning:

Our Expectations

We understand that online learning is not the same as being in the classroom! We also know that although it can sometimes be tricky to connect, it is a really good way of keeping up with your learning and a great way to see/ hear your teacher and classmates.

Like everything we do here at school; we want it to be the best possible experience for everyone so we have created some clear expectations for everyone to follow:

- Be ready for your online meeting in plenty of time
- Make sure you are dressed appropriately
- Make sure your device is on, Zoom is open and you are ready to listen to your teacher
- Find somewhere comfortable and quiet - if possible. The fewer distractions around, the better
- Make sure your parents know you are on a video call and get their permission
- Do not pass the details or passwords for the meeting to anybody else
- Make sure you join the session at the right time - not too early and not too late - just like you would do at school
- Be sure to remember good manners! We always listen to others when they are talking - if you have a question, raise your hand on the screen. The teacher will control the mute option
- Don't eat snacks or play with other devices whilst you are live on screen
- Make sure you are polite and respectful - remember others can see and hear what you are saying
- Do not screen shot or record any part of the video meeting

Teachers & School Staff will:

- Make sure all sessions will require a password and the waiting room will be enabled
- On group video calls, all children will be muted initially and allowed to unmute when it is their turn to speak
- Give parents and children at least 1-day notice of any group video session

As well as our Zoom calls, we ask that you also complete at least two of the suggested activities from our 'Friendly Friday' list. These are suitable for all ages:

- Write a card or letter to a friend from school and post it if you know where they live, alternatively drop it off at school and we will address it for you
- Make a friendship bracelet for someone you love. You can use wool, string or paper- it doesn't matter everyone enjoys homemade gifts. Perhaps you can learn to plait
- Make a recipe for a good friend. What are the ingredients of a great friend? Talk about it with an adult or write it down for yourself
- Play a game that involves taking turns, sharing and listening to others
- Ask your parent or carer about their good friends. Who were their friends at school and what did they like to do together?
- Try to remember the names of all your classmates and think of something nice to say about each one. Everyone has their good points, even if they are not your best friends. When we focus on the nice things about each other, we are more tolerant and make new friends
- Make a wanted poster for a friend, describing exactly what you are looking for

Half term

I am sure that you are all looking forward to half term and taking a break from remote learning. A special thank you should go to our teachers for working so hard and making learning so enjoyable. Lessons have been relevant, differentiated and creative. We know how demanding it is for parents and carers. The children have had fantastic support and as usual, we have worked well as a team in very challenging circumstances.

After half term, we will continue to offer childcare for vulnerable children and those who have parents who are critical keyworkers. We expect to receive further information after the government review on 15th February and will inform you as soon as we have further details for a return to school. The 8th March is the date that has been spoken of in the news but as yet, we do not know whether some or all of the children will return on that date.

We look forward to lighter nights, brighter times and being back together soon.

Take care

Helen Storey
Headteacher

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

7 Top Tips for Supporting Children to EXPRESS THEMSELVES SAFELY ONLINE

The past year has left many children feeling uncertain and worried. So Children's Mental Health Week 2021 has adopted the theme of 'express yourself'. It's not necessarily about being the best – but instead encouraging young people to relish the joy of being 'in the moment' and loving what they do. So whether they're into music, art, photography, film, drama or dance, here are our top tips for helping your child to express themselves safely online.

1 Celebrate their Identity

Celebrating who children are and reminding them of their uniqueness has a huge impact on their confidence and self-esteem. This week, remind them of what you love about them. You could revisit some photos and videos on your phone or computer of special times you've shared. Chat about the importance of finding time to do what they love; underline that it's an important part of who they are.

2 Promote Their Passions

It's different for all of us, but every child has something which ignites their passions and brings them joy. Perhaps they love music and you could introduce them to a music-making app? Or if they enjoy taking photos or making videos, use this week to set a photography or video competition at home, with some fun categories.

3 Support Their Interests

Some children seem to know instinctively what interests them and what they enjoy doing; others can be less decisive about hobbies. Spend some time this week sharing their interests and doing something connected to it together. You could make a short Lego film to post on your Instagram, a vlog about baking that you share with relatives, or just play with them on their favourite video game.

4 Help Them Help Others

Some children love to express themselves through activities which help others. Perhaps your local area's Facebook group has a community project that your family could get involved with – even as a one-off; it doesn't have to be a long-term commitment. Depending on your child's age, you could introduce them to online fundraising (such as sites like JustGiving, for example) and how it can make a difference to less fortunate people.

5 Enable Emotional Expression

Children sometimes need help in articulating how they're feeling and in beginning to understand how to manage their emotions. A safe, healthy way for your child to explore their feelings is to let them conduct an activity – like listening to a story, or creating some art – and discuss with them afterwards how it made them feel. There are lots of stories available on YouTube, while Audible is streaming children's audiobooks free of charge while schools are closed. YouTube also has a plethora of fun art tutorials (if you log in on an adult's account, remember to adjust your settings first to block inappropriate content and stop potentially unsuitable material auto-playing).

6 Let Them Stay Connected

The online world is a fantastic space for staying in contact with those who we can't be with right now. Young people are often very comfortable using social media to express themselves and stay connected by sharing their ideas, thoughts and feelings with friends. But bear in mind that most social media platforms require a child to be at least 13 before they should access it (WhatsApp is 16). Remind your child that, while it's OK to express who we are on social media, they should still always think before posting – and that their self-worth is never measured by their number of likes, friends or followers.

7 Coach 'Safe Sharing'

As part of expressing themselves, your child may want to share something online that they've created – like a funny video, a sketch, a meme or a dance. If they're too young to have their own social media, you could use your own account to share it with selected people who you trust. Emphasise the importance of only sharing content with people that your child knows well, like family and friends. This type of conversation is also useful for introducing young people to the risks and challenges that can come when expressing ourselves to a wider online audience of strangers.

Meet Our Expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.

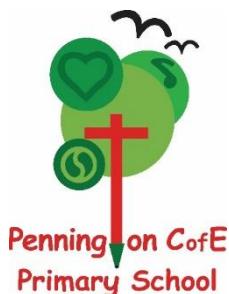


About Children's Mental Health Week

Around three children in every primary school class has a mental health problem. Many more struggle with challenges from bullying to bereavement. Now in its seventh year, Children's Mental Health Week shines a spotlight on the importance of young people's mental health – and it's never seemed more relevant than it does in 2021.

Find out more at www.childrensmentalhealthweek.org.uk

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.