

Dear Parents/ Carers

It has been a momentous week in America with the inauguration of Joe Biden as the President of the United States. I have no doubt that such a change of administration will bring new horizons and beginnings for many and I hope it will bring a greater sense of community around the world.

Star of the week

We have been celebrating those children who have shown our value of commitment by reaching a goal this week. Well done to the following children for their efforts and success.

Elm:	Dottie Farrow	Beech:	Lily Forsyth
Oak:	Oliver Chapman	Larch:	Hannah Clarke
Lime:	Alex Houghton	Laurel:	Ibrahim Mahmood
Pine:	Jessica Knox	Spruce:	Harry Anson
		Walnut:	Erin Dobrowolski

Feedback thank you and response

Thank you to those parents who provided feedback with regards to our remote learning this week. Your comments were supportive and constructive and an overall rating of 4 was very positive. All of the staff at HGJS are working incredibly hard and giving of their best every single day for your child and it is good to see that parents recognise this.

I felt it was important to emphasise that our remote learning offer reflects our educational philosophy. Everything we do is considered carefully and undertaken because we have considered research around best practice and we believe that our actions will address educational inequality.

To this end, I wished to share the research review from the Education Endowment Foundation, a highly respected research body that the government and Ofsted often use to support their decision making.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

The research shows that **‘Teaching quality is more important than how lessons are delivered. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).’** Our focus has been on providing effective teaching through clear modelling and timely feedback.

Synchronous teaching is also shown to be most detrimental to those pupils from more disadvantaged backgrounds. While we have worked with families in our community to ensure that all have access to technology as suggested in the research findings, undertaking actions which will increase inequality is not something we are willing to do. I hope this provides you with a greater understanding of our rationale and reassurance about the effectiveness of our approach.

Feedback changes

Following your feedback, we will be making the following changes to support families and provide more peer and teacher interactions.

-Work for the day will be posted for 8.00am each day.

-Work posted after 3.30pm will be noted but not marked. We will continue to monitor children's engagement in learning and contact families where we have concerns to discuss support.

-Our Monday recording will be replaced with a 15 minute registration session through Microsoft Teams each morning. The timings for these sessions are as follows.

Year group	Class	Time	Class	Time		
3	Elm	8.35am	Oak	8.55am		
4	Lime	9.05am	Pine	9.25am		
5	Beech	8.50am	Larch	9.10am		
6	Laurel	9.20am	Spruce	9.40am	Walnut	10.00am

The aim of this morning session is to enable children to 'see' each other and a teacher each day. We hope that this will motivate the children with their learning, reminding them that they are not doing this alone, and giving them a formal, timetabled start to the day. During the session, the children will have an opportunity to discuss the question posted on the class blog and the register will be taken. To ensure staff and pupil safety, each session will be taken by the teacher who is teaching in school. I recognise that this means registration will not be at the start of the day for some classes but as work is posted by 8.00am, this will not preclude children from starting work before the session.

Most children have a positive experience online, accessing educational resources and entertainment and connecting with friends and family. Spending time online can be very beneficial for children, particularly at the moment, but we recognise that many parents may worry about online safety. The children have discussed online safety at school but it is also important that you have a conversation with them at home, reminding them of the importance of being safe online and not providing any personal/private information. Remind them to ask for help or speak to a known adult if they are worried or concerned about anything. A list of rules is posted below and we would ask that you discuss these with your child to ensure they know how to stay safe and behave positively in these morning sessions.

Prior to the first session, you will need to provide written permission through this forms document https://forms.office.com/Pages/ResponsePage.aspx?id=uG7YMTTHhkWVtoyW8nUnNxo9Gp_LXdtliFaTshkLjGRUNFc2RVICOUpFWkQ3VThORk45QjZKRTg2Si4u to say that you are happy for your child to participate. By providing this consent, you are agreeing to the procedures in place for both you and your child. We encourage the children to attend these daily sessions but it is not compulsory to attend as we understand that logging on at a set time may not be possible in every household.

Children will receive an invite to their morning session meeting via Seesaw in the announcements section at 8.15am. They will not need to log in to join the session and they can join as a guest. Upon joining, children will wait in a lobby until the teacher admits them. They should use their first name as their username. Screen-sharing will be disabled and controlled by the teacher. Children will be encouraged to mute themselves when they're not speaking to avoid background noise. Teachers can also mute the pupils when necessary. We will encourage pupils to switch their video on so that they can see each other and feel part of the class but they may keep their video switched off if they, or you, wish.

Parent procedure

In the session I will.....

1. Be in the room to support my child.
2. Be able to help my child with technology – where possible.
3. Not speak or interrupt the session.
4. Ensure that my child follows the rules set for the session.
5. Ensure that my child leaves the meeting if connection is lost by the teacher.

Teams Golden Rules



I will dress appropriately.



I will sit in a communal room in my home (not my bedroom).



I will make sure that an adult is nearby.



I will only use appropriate language.



I will not unmute myself and wait my turn to speak.



I will put my hand up when I want to speak and wait to be called on.



I will be kind and listen to other people.



I will not have a virtual background but I can blur my background.



I will pay attention and not eat or do another activity.



I will use my first name as my username.

I understand that if I break any of these rules, I will be removed from the Teams session by the teacher.

Inspire. Enable. Achieve.
