



St Wystan's School

Staying Connected
Summer 2020

Contents

Page

1. Contents
2. Introduction
2. Our Core Values
3. We Are Always Learning!
3. How Can Parents Help?
5. How will the Remote Learning Process Work?
8. Specialist Foundation Subjects
9. Daily Communication
9. Marking and Feedback
9. How to Access Your Child's Learning
11. Access to Subscription Websites
12. Safer Internet Use
13. Let's Talk About Physical Wellbeing and Mental Health
14. Pastoral Support & School Community
15. Key Contacts

Introduction

St Wystan's is proud to deliver an outstanding education. Even in these unprecedented times with COVID-19 we will continue to do so. We are committed to provide the best possible education in the form of 'remote learning'.

Remote learning is new for us all and whilst school closure may bring uncertainty and challenge, it is also a time that provides us with many opportunities to use technology in innovative and imaginative ways. Our teachers have been extremely busy over the Easter break developing this remote programme.

Our plans for remote learning take into account the age and technical experience of our pupils, with our oldest pupils expected to complete more work online. We hope that our plans are reasonable and achievable for all families. Please work with us so we can support all households' arrangements.

This 'Staying Connected' guidance is not intended to scare you, but to offer you some comfort and support in establishing a routine of learning, curiosity, play and good old family downtime. These elements are equally important for young children and adults alike!

Some families may choose a more blended approach, selecting activities they prioritise for their child given their strengths, weaknesses or interests. Other families may turn to even less formality with learning being hands on, practical and driven through navigating real-life challenges or experiences. Whichever route you choose, I am sure it will be the right one for your child, as you know them best! Whatever learning is managed will be absolutely fine and we will ensure any work not understood is caught up. Yours and your children's health and wellbeing is paramount and much more important in these times than stressing about learning.

A timetable and structure is wonderful but so are those rare moments that lead to awe and wonder! It's worth bearing in mind that effective learning should never be confrontational but arise out of interest, curiosity and passion. Learning should be fun and we are here to work with you.

We will be keen for your feedback each week, as this will help us to gauge how things are going.

Our Core Values

For now, learning is less focused on places and times that we're physically together. But we're still pursuing St Wystan's high expectations and strong values. We strive to recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We, therefore, aim to continue a remote education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We are striving to become more:

- effective learners - building new skills and discovering new ways to manage our own learning.
- confident individuals - adapting creatively to change and increasing our digital resilience.
- caring contributors - staying connected in our virtual worlds, developing empathy for others and celebrating the communities that sustain us all.

We are Always Learning!

Remote learning presents us all with tough challenges. We are all learning how to do things differently for a while. Across our community of pupils, teachers and parents there is a wide range of comfort with using technology. Many important aspects of learning at St Wystan's may not transfer easily to online environments. Pupils, teachers and families must adapt to a rapid and unexpected shift towards remote learning whilst organising the new normal in their daily lives. This guidance can help us all make the best of new and sometimes unfamiliar remote learning environments. We hope it can help you with some of the more practical aspects of learning from home.

How Can Parents Help?

1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help pupils get up, get dressed and be ready to learn at a reasonable time. All children should be able to make their bed or at least help! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is

quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers, Mrs Islip and Mrs Hopkinson will do the same.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and remote learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with your class teachers or school during school hours and we will try to respond as quickly as possible; please bear with us. If you have any concerns, please let us know!

4. Help pupils 'own' their learning

No one expects parents to be full-time teachers. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged, so don't help too much. Becoming independent takes lots of practice. At St Wystan's, your child usually engages with other pupils and adults many times during the day. These social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

5. Checking-in

Pre-Prep

- Look together at what will happen that day.
- Ask what they are looking forward to/or worried about?

Prep

In the morning, you might ask:

- What subjects do you have today?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These conversations help pupils to process instructions they received from their teachers, by organising themselves and setting priorities. Some pupils will struggle with remote learning with either too much independence or lack of structure. These check-in routines can help avoid later challenges or disappointments. They help pupils develop self-management and executive functioning that are essential skills for life. Parents are good life role models.

6. Establish times for quiet and reflection

Everyone will have various home life setups. For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Noise-cancelling headphones are an idea. Families can look to build in some relaxing activities and mindfulness. Look for some ideas included in this pack. Reading is also fundamental.

7. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in!

How will the Remote Learning Process Work?

Work will be set each week and presented in a 'Weekly Overview'. This will be sent out via email to parents on a Sunday evening. This will allow families to plan their week's work around this. Teachers are available during the working day. Completed work will be given feedback. For example;

- in books, with photos of work emailed to teachers.
- online using packages where work can be marked remotely.
- on Microsoft apps such as Word which can be 'shared' with your teacher via SharePoint.
- projects can be reviewed via email sharing.
- keeping a dialogue with all pupils

EYFS (Nursery/Kindergarten)

Each Sunday, your child's class teacher will send you an email with an overview of the upcoming week's learning objectives (for the seven areas of learning in the EYFS) and the suggested activities to support them. Most of these activities will require a certain level of support from an adult and we recommend that they are done in chunks of time, with time then given for children to engage in their own self-directed play in between.

Your child's class teacher will then email you each day with more detailed information about the suggested activities for that day, together with any links to suggested websites, 'Loom' videos or Microsoft 'Teams' meetings.

Please email us with any comments and/or photos to let us know how your child gets on with their learning at home.

Pre-Prep (Year 1 to Year 2)

Each Sunday, your child's class teacher will send you details of the upcoming week's learning and electronic resources via email. This will include:

A weekly overview that provides brief details of lessons provided for the week. The week's foundation subjects and specialist subjects can be done in any order. Your child can access spelling shed daily anytime. The Maths and English (including phonics) lessons can be completed in order to ensure progression. Here's an example of a Pre-Prep home learning week overview:

Maths	English	Foundation Subjects/ Specialist Subjects	
1) Can I Count in 10s, 5s and 2s? []	1) Can I use 'and' to join sentences? []	Computing Animated Story Books []	French Rhymes []
2) Can I make equal groups? []	2) Can I write a diary entry? []	Topic London Past & Present []	Music Musical Activity []
3) Can I add equal groups? []	3) Can I use capital letters for proper nouns? []	Science Is it a plant? []	PE Ball Skills []
4) Can I add equal groups? []	4) Can I write interesting sentences? []	RE/ PSHE How did Sikhism begin? []	D&T Where does our food come from? []

Details of your child's learning and necessary resources will be emailed by their class teacher. Once done, tick them off!

Please email us with any comments and/or photos to let us know how your child gets on with their learning at home.

Prep (Year 3 to Year 6)

Each Sunday, your child's class teacher will send you details of the upcoming week's learning and electronic resources via email. This will include:

A weekly overview that provides brief details of lessons provided for the week. The week's foundation subjects and specialist subjects can be done in any order. The Maths and English lessons must be completed in order to ensure progression.

Maths	English	Foundation Subjects/ Specialist Subjects	
1) Measuring with a Protractor []	1) Puzzles and Comprehension []	Computing Coding []	French Ordering Food []
2) Drawing Shapes Accurately []	2) Introduction to Holes []	Topic Meeting the Mayans []	Music Musical Activity []
3) Written Addition []	3) Comparing Fables, Myths and Legends []	Science Introduction to Evolution []	PE Circuits []
4) Written Addition and Subtraction []	4) Comparing Myths and Legends []	RE/ PSHE Expressing Faith Through the Arts []	Art Parts of a Flower []

Detailed lessons for English, Maths, Foundation Subjects and Specialist Subjects. These will explain what your child needs to do, what resources they may need to complete these and any electronic links required. The lesson may include a 'Loom', which is a link to a video, where your child's teacher is providing teaching input about that topic. Here is an example of a loom:

www.loom.com/share/0ebddf91dacad4a67812a452f9feceaco

We completely understand that not all lessons will be completed, due to varying home situations and circumstances. Please do not worry, just do the best that you can for you and your child. It is our expectation that the older your child is, the more work that they should complete, with increased independence.

We do not wish for Prep children to rely on you for their learning. If they are struggling with work or require further assistance, please contact your child's class teacher, or if they are old enough to do so, they can contact us themselves.

If you have any issues or concerns, please contact your child's class teacher directly.

Specialist Foundation Subjects

Music Overview:

Music home learning will continue to be linked to each class topic wherever possible. The tasks set will vary weekly and cover a range of musical skills to meet the expectations of the national curriculum. Tasks can be completed in any order, for example a child in Form 3 or 4 may feel like playing their recorder one day and singing another. Some of the practical music making we do in school, such as experimenting and composing with sound, is tricky to replicate at home, so Mrs Bradley has adapted and found alternative activities that she hopes the children will still enjoy, for some this will include setting 2Dos on Purple Mash. Mrs Bradley would like Forms 3 - 6 to keep a music diary and write briefly about a piece of music each week. She has included a lot of music tracks which are subject to copyright and although they are being used for educational purposes, she would appreciate these not being published or shared. She hopes the children will enjoy the activities especially their singing which is hopefully uplifting for all their family.

PE Overview:

PE home learning will be sent in Week 1 as a booklet with a number of templates for you to use. It will contain an exercise log to be completed weekly; a warm up and cool down ideas template that can be used to ensure your children remain safe when they exercise, resources and a weekly workout. The task theme set will vary weekly, with the specific aim of children developing a wide range of skills and meeting the national curriculum targets where possible. Week 1 will be a large file, but please do not be concerned as subsequent weeks will be much lighter. There are plenty of choice in the activities that Miss James will send, as weather and space will vary. Please choose the activities that can be safely carried out. Family time and free play is just as important so please do not worry if you cannot complete the booklet. The most important thing is children have fun and remain active, for their physical and mental wellbeing.

French Overview:

French learning at home will continue to work through the key topics normally covered by each year group, for example, food and ordering, my family, holidays, or asking questions.

Work will be set on a weekly basis for each year group via your child's class teacher, and will include all aspects of french learning ie. listening, reading, speaking and writing. It is important for children to continue to develop each of these competencies and the remote learning lessons will include these elements through songs, reading books, poems and quizzes. Mrs Revill will read the books to students via loom videos in order for students to hear the correct pronunciation. She will also explain some of the trickier words, pronunciation techniques and grammatical points encountered in each book. Loom will also enable students to read and hear a text and use 'pause' to repeat the words and phrases themselves, thereby developing their pronunciation skills.

Where applicable, she will send vocabulary and/or grammar work sheets, comprehension exercises or games in order to reinforce learning. She will also send answers to questions so that students can check their own work. Above all, the lessons should be fun, uplifting and rewarding.

Daily Communication/Classes

We will be using Microsoft Teams to assist our daily communications. A further Teams guidance document will be sent out to parents after our Inset on Monday. This will provide step by step details on how to log on and use Teams.

Marking & Feedback

All completed work will be given feedback where applicable. Generally, this will be written feedback in the form of an email. Where appropriate, feedback may also be given verbally through Loom or Padlet. This will likely take the form of the following:

- When work is completed in books, take photos of this work and email to class teachers.
- When work is completed online, work can be marked remotely, such as Purple Mash, Spelling Shed, Timetables Rock Stars and Pearson ActiveLearn. Teachers can review, track and monitor work completed on these sites without you having to do anything.
- If work is completed electronically, for example, on Microsoft Word, email these documents to class teachers directly. For younger children, if you feel your child has struggled with a particular concept, then please inform their teacher.

How to Access your Child's Learning

Once the weekly plan and resources have been sent to you, it is key that you ensure you are able to access all work that has been set.

Online Subscriptions and Learning Platforms

Before home-learning, St Wystan's School had already invested in the following subscriptions, these have been extended for independent use at home. Work, games and activities may be set by your child's teacher through these, which teachers can follow, track and give feedback online.

These can be accessed through the login information sent home with your child. Your child received a piece of paper detailing their login information for all of our subscriptions. If you are struggling to access any of the subscriptions we have, or are unsure of your child's login information, please contact their teacher directly.

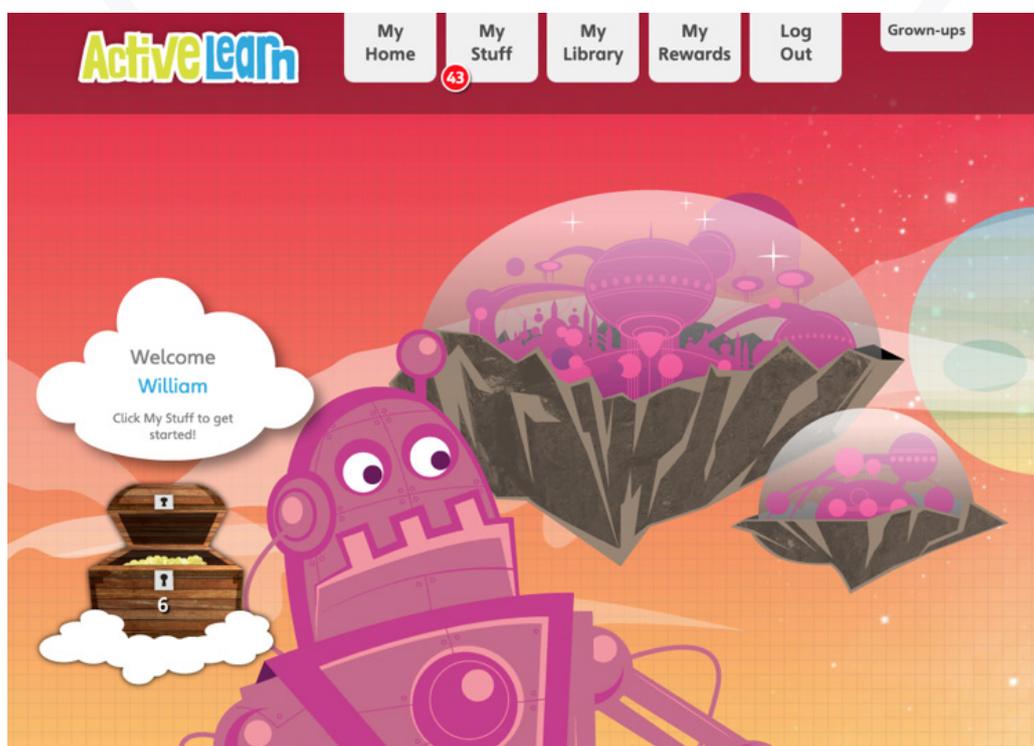
Pearson Active Learning

We have subscribed to Pearson's Active Learning and teachers will be referring to this platform in order for your child to access their core learning remotely. This platform encompasses learning from Science (Science Bug), Mathematics (Abacus and Power Maths), Phonics (Phonics Bug) and Reading (Bug Club).

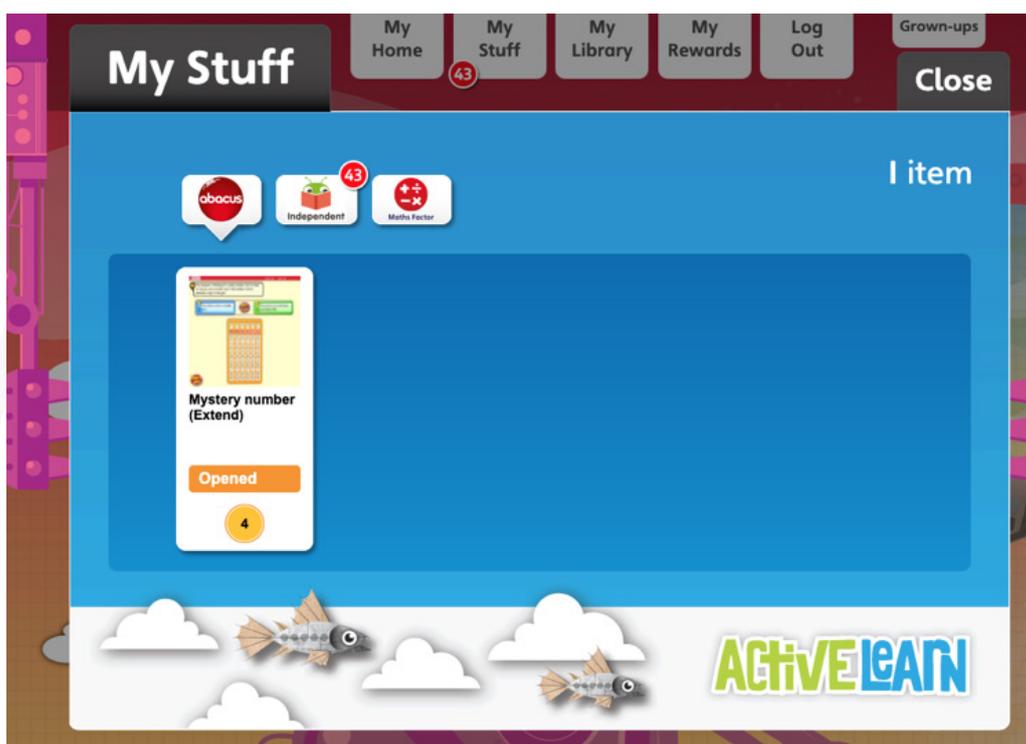
This is accessed through the following website and the school code: [l7jw](#)

www.activelearnprimary.co.uk

Once your child has logged into activelearnprimary, their screen will look like this:



Once there, click on 'My Stuff' at the top of the screen. This will look similar to this:



Once there, click on 'My Stuff' at the top of the screen. This will look similar to this:

Any work, games, or activities set will be referred to in the plans sent by teachers. The independent bug section is where your child can access their interactive books from the Bug Club.

Access to Subscription Website

For more information regarding our subscriptions, please see the earlier section 'How to Access Your Learning'. Alternatively, please speak to your child's class teacher if you are having any issues or have any questions.

Purple Mash	www.purplemash.com	Mostly tablet/ smartphone friendly.
Spelling Shed	www.spellingshed.com	APP available
Times Tables Rock Stars	www.ttrockstars.com	APP available
Pearson Active Learn	www.activelearnprimary.co.uk School Code: l7jw	Tablet/ smartphone friendly.

Safer Internet Use

It is not expected that our families have the same level of filtering systems in place as we do in school, but there are a number of ways to help your child stay safe when on-line. Parents are advised to check their internet access settings and support offered.

www.internetmatters.org/parental-controls

One particularly informative site is: SaferInternet.org

Parents and children should also be familiar with our Acceptable Use Policy (below) Please ensure you are monitoring your child's online activity and checking they are safe online. It may be appropriate to install similar rules with the equipment your children will be using at home.

Acceptable Use Policy

Think then Click!

- I will only use a website that has been approved.
- I can search the Internet when an adult is in the room.
- I always ask if I get lost on the Internet and only click on the buttons or links when I know they are safe.
- I will only use my class email and open attachments that my teacher has approved.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will tell my teacher/parent if I find something I do not like.
- I will immediately close any webpage I am not sure about.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this, I will tell my teacher/parent immediately.
- We never give out personal information or passwords and never arrange to meet anyone I do not know.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community.
- I know that my use of ICT can be checked and my parent/carer contacted if a member of school staff is concerned about my safety.
- I will not sign up for any online service unless this is an agreed part of a school project approved by my teacher.
- I will tell a member of staff /parent immediately if I see anything on the internet at school that concerns or worries me.

Let's Talk About Physical Wellbeing & Mental Health

Children will take cues from adult behaviour and attitudes, so it is important to communicate calm, confidence and optimism that we will pull through this crisis together. Managing our own emotions will help our children to feel safe and secure, thereby allowing them to focus on their learning and looking forward to the time when they will be back at school with their friends and teachers.

Our pupils' wellbeing is dynamic – it can change from moment to moment, day to day. We recognise positive wellbeing for our pupils when they:

- Feel relatively confident in themselves and have a positive self esteem
- Feel and express a wide range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around them
- Cope with the stresses and strains of daily life
- Adapt and manage in times of change and uncertainty

Resilience helps us to maintain our wellbeing in difficult circumstances. Resilience also provides us with the ability to cope with life's challenges and to bounce back when things get tough. This is something that is nurtured at St Wystan's, through our Habits for Learning approach. It is important that children are supported to cope with challenging situations or problems through being listened to and empathised with, their feelings and emotions being validated, and strategies suggested for coping with these feelings; all of this must come before they are encouraged to look for possible solutions to the problem.

It's normal for children to feel worried or anxious, as we all experience changes in our lives and routines. For some children, the current situation may also worsen or trigger anxieties they were already struggling with.

Young Minds advises these five key ways to support your child's mental health:

1. Talk to them about what's going on. Find out how they're feeling and what they're thinking about, let them know it's okay to feel scared or unsure, and try to answer their questions and reassure them in an age appropriate manner. Remember, you do not need to know all the answers, but talking things through can help them feel calmer.
2. Help them to reflect on how they're feeling and encourage them to think about the things they can do to make them feel safer and less worried.
3. Reassure them that this will pass, you're there for them, and you will get through this together.

4. Spend time doing a positive activity with your child (such as reading, playing, painting or cooking) to help reassure them and reduce their anxiety. This is also a great way of providing a space for them to talk through their concerns, without having a 'big chat'.
5. Keep as many regular routines as possible, so that your child feels safe and that things are stable.

Keeping physically healthy links directly to our mental health and wellbeing and is therefore equally important during this time. The current restrictions that are in place during this 'lockdown' period are likely to be presenting further challenges to your child and your family, as we find ourselves with less freedom when spending time outdoors. It is therefore crucial to build in some 'active' time each day, whether it be a daily walk or bike-ride or taking part in home work-outs; any activity that raises the heart-rate and gets you moving is hugely beneficial. Supporting your child to maintain a healthy diet and sleep routine is also vitally important and will contribute to their ability to cope with any challenges they may face during the current situation.

Pastoral Support & School Community

The Pastoral care of our pupils remains our main priority, as it is essential that pupils feel happy and safe before they can feel ready and able to learn. We will continue to support and promote positive mental health and wellbeing for our pupils and staff through our approach to remote learning.

Keeping in regular contact with the school community will play an important role for both parents and pupils during this time. The daily Teams classes will provide pupils with regular opportunities to communicate with their friends and class teacher, giving pupils the chance to discuss their lessons and helping them to feel that their learning is a shared experience. Email contact with class teachers will also provide the opportunity for pupils and parents to have regular communication with school. It is likely that your child will also be keen to organise 'social meets' with their friends, via skype or other video-call apps, and this is something that we would encourage as a way of staying connected; please ensure that these 'social meets' are closely monitored by an adult and that your child is supported to stay safe during any online interactions with their friends.

Each week, the Friday afternoon Teams class will be dedicated as a class catch-up time, where pupils can reflect on their week, share their experiences with the class and discuss any concerns or ask questions. Reflection time like this is very important, as it encourages pupils to take time out to consider how they are feeling.

In order to maintain and nurture our school community, we intend to continue with a number of school routines during remote learning. Teachers will continue to award House Points to pupils, and these will be counted up at the end of each week, with top scorers for each House

being announced, as usual. A Special Mention for each class will also be awarded each week. Weekly assemblies will continue to take place, as another way of keeping our school community connected. We will also be running House Competitions, so please keep a lookout in the weekly newsletter and on Twitter.

We recognise the fact that technology will play a big part in helping to support your child's education during this period of remote learning and this will inevitably lead to an increase in screen-time, especially for our older pupils. This is something that teachers have been mindful of when planning and preparing their lessons and we encourage you to help your children find a balance with this too. A list of non-screen activities - 'Gadget Getaways' will be shared each week, as a way of providing pupils with additional choices for ways to spend their time, away from technological devices.

In order to ensure the safety of our Pupils and Staff please see our [Safeguarding Policy](#).

Please do familiarise yourself with this document so you know exactly how to report a safeguarding concern. St Wystan's School's community has always been incredibly strong; we value our pupils, families and staff enormously. Our wonderful school community is what will get us all through this unsettling time, as we support one another to keep happy, healthy and safe.

Key Contacts

Head of Nursery	rhaynes@stwystans.org.uk
Kindergarten	ainglestonorme@stwystans.org.uk
KS1	sfisher@stwystans.org.uk lthomas@stwystans.org.uk
Year 3	jbowden@stwystans.org.uk
Year 4	awolff@stwystans.org.uk
Year 5 & Pastoral Assistant Head	hlaw@stwystans.org.uk
Year 6 & Academic Assistant Head	hkirkland@stwystans.org.uk
Music	kbradley@stwystans.org.uk
PE	sjames@stwystans.org.uk
French	vrevill@stwystans.org.uk
Headteacher/Designated Safeguarding Lead	head@stwystans.org.uk
Bursar	bursar@stwystans.org.uk