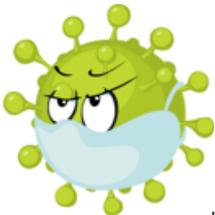


Red Oaks Primary School
20th January 2021
Newsletter



Communication

Thank you so much for all the lovely comments that have been sent to teachers via Dojo and to the team via email - these are very encouraging and are keeping us all going at this difficult time. If you do have anything that you wish to discuss, please can we remind you that we are very happy to talk. We do have posts from Priory Vale Facebook passed to us but we are not in a position to respond to these directly. Thank you.



Covid-19 Tests

If your child is going for a Covid-19 test and has been in school in the previous 48 hours, can you let us know the result as soon as possible? Please can we also remind you that if anyone in the household is displaying symptoms, everyone in the house must also self-isolate.

Exercise books

When working at home, can children first fill their homework books. If you need an additional book, please pop to the office, we will be happy to supply you with one.

Remote Learning Information for Parents and Carers

We have created a guide for parents - it is attached to the newsletter. The information provided within it is intended to provide clarity and transparency to pupils, parents and/or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. It is a combination of all of the documents we have sent out previously. A copy can also be found on our website in the Covid-19 section.



Online Safety - Fake News



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's 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. In the attached guide, you'll find tips on a number of potential risks such as embarrassment, negative influences on people's behaviour and negative emotions.

BBC Bitesize to be free for BT and EE customers

Customers using BT Mobile, EE, and Plusnet Mobile can use BBC Bitesize content from the end of January without eating into their data allowance. Bitesize provides structured lessons in maths and English for all year groups, as well as offering other curriculum material. Content from other providers is likely to be made free in the coming days. A full link to the story can be found here: <https://www.bbc.co.uk/news/education-55616959>



Book Reviews

Have you read a good book lately? Would you like to tell everyone about it? Why don't you complete a video book review and send it into school using the form on the website:

https://www.redoaks.org/pupil_portal/pp_literacy_11.php

We will post them on the website for all to see. Some will then be selected and an excerpt will be read by Mrs Surch or Mr Lee.

Dropping off and Collecting Children

As part of our Covid-19 risk assessment, we ask that children are dropped off and collected by one adult only. This helps to keep numbers on site as low as possible. For safeguarding purposes, please also refrain from using mobile phones whilst on school premises.



Masks MUST be worn at all times unless you have medical exemption. Thank you.



Emails

Please keep an eye out for school emails as there is important information regularly sent out. Occasionally, school emails have been known to go into 'junk' folders so also check these. If your personal details change, please let the office know as it is important that parents are contactable at all times in case of emergency as well as day to day communications.

Need some extra art lessons to do at home?

Check out the pre-recorded courses here and get £5 off using the link below (50% is then donated back to RedOaks Primary!)

<https://www.gosketchclub.com/courses?affiliate=uYFoWk&coupon=REDOAKS>

Also check out their Go Sketch Club YouTube channel <https://www.youtube.com/gosketchclub>

School Insights

Messages sent to families

This week:

766

1.63k
Last week



Photos and videos shared

This week:

2.50k

5.10k
Last week



Positive feedback %

This week:

100%

100%
Last week



Swindon Town Poetry Competition

STFC are excited to be able to launch our STFC Poetry competition to all Primary Schools across Swindon and Wiltshire as part of our Premier League Primary Stars project. The aim of this competition is to inspire children to write creatively through poetry and we feel this could be a good task for the children to be set as part of their home learning in English! It would be great if you could share this competition with the teachers at your school to get the children involved.

The challenge is for children to write a poem around the theme 'Staying Connected during the Lockdown'. The best entries will be published into a book with the winners each receiving their own copy. This opportunity is open to all year groups with different chapters within the book for each Key Stage.

We are asking for poems to be sent via email to brad@stfcfoundation.com. With all entries we require the name of the child, school and year group so we are able to identify the winners. The deadline for entries is **Friday 12th February** with the winning poems being decided by our community coaches over the half-term period. It would be great to get some entries from the pupils at your school!

Attached is an example poem written by Rockin' Robin (the Swindon Town mascot) which the children can use for inspiration! If you have any questions about this competition please let me know and I'll be happy to help.

A ROBIN'S SONG

by Rockin' Robin

Football without fans just isn't the same,
All of us missing the beautiful game,
Something that none of us could have foreseen,
Swapping the County Ground, for TV screens.

I remember when the ground was heaving,
Doyle and Yates were both over-achieving.
The fans all watched from the edge of their seat
When Swindon scored they jumped straight to their feet.

Now there are no fans, to clap, sing or cheer.
When I do my dance, the stands are all clear.
Until this is over we must stay away,
To keep people safe, the virus at bay.

Still, stay in touch with your family and friends.
Whilst we all wait for this lockdown to end.
Make a phone call, write someone a letter,
You never know whose day could be made better.

Hopefully soon the world will be gifted,
A time when restrictions can be lifted.
We'll be in the ground shouting the Town's name,
Sharing our love of the beautiful game.

Remote Learning Information for Parents and Carers



Date	Details of policy updates
January 2021	First version

Date Adopted: January 2021

Next Review Date: April 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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?

Since March, we have had a range of activities that are available for every year group in the Covid-19 Section of the school website. This has given anyone at home the same English, Maths and Enquiry resources that have been used within the classrooms. There have been suggested timetables and some additional challenges and activities to support wider learning and mental well-being.

This provision has is still available and would be available immediately to any classes or individuals who couldn't attend. This is regularly updated by each year group.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. In some lessons, where practical activities are necessary our online suggestions may be more theory based although we do aim to encourage practical activities at home.

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 between 3 and 4 hours each day. Working remotely is a very different experience from working in a busy classroom and it is very important that the children take plenty of breaks during this time. Prolonged screen time is not good for children and this should be considered when planning the day.

Accessing remote education

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

The majority of the work (and lessons) will be accessed through an unlisted YouTube links – sent out via our teacher-based communication tool, Class Dojo. The lessons will be pre-recorded via Microsoft Teams and uploaded onto YouTube.

The children will be expected to continue regular use of Times Tables Rockstars, Cracking Comprehension, Purple Mash, EducationCity, MyMaths and Oxford Reding Buddy.

Your child's teacher will remind you to make use of these and will set you tasks using them.

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:

We have chosen to post lessons via YouTube as this allows for the lessons to be viewed on the largest number of devices. The lessons themselves do not always require the work to be completed on an electronic device e.g. laptop.

We will ask our parents to complete a short survey to assess their specific requirements. This will then be followed up with a phone call to discuss further. We have a number of devices that we can loan to parents if needed.

Paper packs of work will be made available to parents on a weekly basis, only if they are unable to access the work online. Parents must inform their class teacher via Dojo if they require a pack.

How will my child be taught remotely?

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

Throughout all year groups in the school the class teacher will provide daily pre-recorded online lessons in English and Maths (4 days) and 1 pre-recorded online lesson in another subject e.g. Science, History, Geography (this will vary dependent on the week). These lessons will be posted on the schools private YouTube page and links sent out via Class Dojo. In reception and nursery there will be one teaching session and one story time each day.

These sessions will be available to be viewed at a time that works for them.

All work completed in these lessons will be posted by parents via Class Dojo and then acknowledged by the class teacher.

Teachers will ensure that children's work will be acknowledged.

For some activities, where it is appropriate, children will be given the answers so that they can check their answers themselves (this is age dependent).

To ensure that regular reading takes place children will be asked to use the Oxford Reading Buddy website. Guided reading sessions will also be recorded. Teachers will continue to read the current class reader, this will be recorded via Teams. Physical reading books can also be made available on request.

Activities will also be set on Mymaths, Cracking Comprehension and Times Tables Rock Stars.

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 children to engage with learning on a daily basis for approximately 3-4 hours. It is important that they are following the full curriculum offer to avoid missing teaching and developing gaps in their learning.

We understand that everyone's family and work situation is different and that the level of support that you are able to/feel confident to give will be unique to you and your family. This is why, as a school, we have taken the decision to record the sessions. This allows learning to take place at a time convenient to the family.

The best way that you can support your child is to talk to them about what they are learning and to check that they are completing activities. They should be able to complete the activities independently. You can also reassure them if they are struggling. The staff are available to help, please contact them through Class Dojo. Help may not be as immediate as they are used to in the classroom so if they are struggling, encourage them to send a message asking for help and then take a break. They can return to it once they have a response.

It is also important to maintain communication with the teachers and teaching assistants. Members of staff will make contact with you if your child is not engaging with activities to the level that the teacher would expect.

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

Teachers will acknowledge children's learning daily via Class Dojo and comment where necessary to take learning forward. A record of engagement will be kept by your child's teacher. If we have a concern regarding engagement and participation, in the first instance your class teacher will contact anyone who is not regularly participating in the online learning via telephone call to check in. Teachers will be able to identify these children via Class Dojo. If we are unable to contact parents directly then this will be passed to a member of the Senior Leadership, who will then follow this up.

If we have any safeguarding concerns these will be passed on directly to our Designated Safeguarding Lead.

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. Our approach to feeding back on pupil work is as follows :

The staff who manage the remote learning will review all work submitted via Class Dojo. They will provide feedback to all pupils daily, sometimes, this will be for a whole group and sometimes it will be individual. Children will receive at least one individual piece of feedback each day.

Teachers will follow up any misconceptions in learning. Where Mymaths, TTRockstars and Cracking Comprehension automatically mark answers, teachers will review individual and whole group analysis in order to inform next steps and will make contact with pupils if there are areas for concern.

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.

Mainstream SEND

Your child's class teacher has in depth knowledge about the kinds of activities that your child can access both in terms of the academic content and the complexity of the instructions.

If children with EHCPs are attending school during lockdown and then Bubbles are closed, teachers will provide bespoke activities linked to their IEPs; paper based, website links and YouTube. Where possible, support from external services will still be provided face to face or remotely eg a 1:1 assessment from the Speech and Language Therapist or Educational Psychologist in school or sessions via TEAMS from the Hearing Support Team and TaMHS. The SENDCo will contact parents weekly when children with an EHCP are at home to assist with accessing learning and ensure that provision stated in Section F of their EHCP is being supported.

SRP Provision - Complex Learning and Additional Needs

Children who are part of the Special Resource Provision will have the opportunity to access learning remotely. In the first few days of remote learning, where appropriate, children will be provided with their individualised learning paper pack. This will be posted to them at home or parents/careers will be invited to come and collect it from the school office. Remote learning will take place in a variety of forms depending on the child's individual needs. This could include but is not limited to, pre-recorded lessons, practical, paper-based activities and online learning. Lessons and activities will be based around the children's individual targets and take into consideration their learning style and additional needs.

During the time of remote learning all additional services who work with the child will be contacted by the SRP Manager to inform them that the child is not in school so support can be offered to families and children remotely via email, telephone and Teams. Depending on the reason for not attending school and restrictions on different services some may be able to carry out home visits. It will be up to the services and parents/careers to determine the best way to continue the support whilst the child is learning remotely.

Parents and careers will have access to a teacher for support via email, telephone and through Teams. Parents will be able to post children's learning on Evidence for Learning where the teacher will acknowledge and/or give feedback. This will then be recorded as assessment.

Sign Bilingual Inclusion (SBI) SRP

Your child will have access to the same remote lessons that mainstream children have access to, as these will be interpreted by one of our Communication Support Workers or Teachers of the Deaf. All SBI staff have a minimum of BSL Level 3 or above. Children will be able to communicate to their mainstream class teacher through their class Dojo the same as their mainstream peers.

The Teachers of the Deaf will endeavour to create smaller bespoke lessons that will suit your child's needs as they have an in depth knowledge about the kinds of activities that your child can work on based on their EHCP outcomes and smaller 12 month targets. These sessions would replace the 1:1 lessons they would have with your child if they were in school.

If your child has Speech and Language Therapy (SaLT) this will continue from home virtually on a 1:1 basis with Sarah Wilkins and can be arranged. Teachers of the Deaf are available for you or your child to ask questions on the SBI class Dojo page or via email, in BSL or English.

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?

If a child is self-isolating at home we will provide online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash). In addition to this a work pack sent home with paper-based learning. This is updated regularly throughout the term. There will also be links sent to parents for learning on the school website. These are also updated regularly by class teachers.

Red Oaks Primary School Blended Learning Scenarios

In the event of a partial or full closure Red Oaks Primary School will continue to provide blended learning for all those affected. This two-page guide explains the different tiers of lockdown for the school and then explains the protocols that staff, parents and children must follow.

Scenarios

There are 3 main scenarios. These are as follows:

Scenario 1 – A child is self-isolating at home

- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning
- School website – links to learning resources in each year group <https://www.red-oaks.org/covid19.php>

Scenario 2- A class bubble or year group is closed or asked to self-isolate

(if the teacher is well please see below. If the teacher is unwell, please see Tier 1. In some situations, the other year group teacher will produce the online lessons, unless they are unwell too.)

- Daily pre-recorded online lessons in English and Maths (4 days) and 1 pre-recorded online lesson in another subject e.g. Science, History, Geography (this will vary dependent on the week). These lessons will be posted on the schools private YouTube page and links sent out via Class Dojo
- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning in addition to online lessons e.g. Art, P.E and Music ideas
- School website – links to learning resources in each year group- <https://www.red-oaks.org/covid19.php>

Scenario 3 – Partial or full school closure (school stays open for key worker and vulnerable children **)

- Daily pre-recorded online lessons in English and Maths (4 days) and 1 pre-recorded online lesson in another subject e.g. Science, History, Geography (this will vary dependent on the week). These lessons will be posted on the schools private YouTube page and links sent out via Class Dojo
- Online learning through existing platforms (EducationCity, MyMaths, SPAG.com, Purple Mash)
- Work pack sent home with paper-based learning
- School website – links to learning resources in each year group <https://www.red-oaks.org/covid19.php>

- ** Key worker and vulnerable children in school will access the online learning sessions in school where possible.

Red Oaks Primary School Blended Learning Protocols

In line with government guidance and our safeguarding policy this blended learning protocol sheet will provide staff, parents and children with a list of do's and don'ts. Our aim is to provide clarity of expectation during periods of blended learning as well as keeping all children safe.

Teachers

- Will provide online curriculum content that is relevant and allows children to progress
- Lessons will be adopted where necessary to address any misconceptions in learning that may have arisen during the week
- Will display the same standards of dress and conduct that they would in the real world
- Will acknowledge children's learning via Class Dojo and comment where necessary to take learning forward.
- Will not communicate to parents or children later than 4pm.
- Will contact anyone who is not regularly participating in the online learning via telephone call to check in. Teachers will be able to identify these children via Class Dojo.
- Senior Leaders will quality assure online learning lessons
- Senior leaders will oversee the uploading of the online lessons and make sure this is done in a timely manner
- Senior leaders will support staff and parents with any concerns or safeguarding incidents that may arise.

Parents

- Will communicate through Class Dojo or via year group emails. If the communication is sent later than 4pm then the teacher will respond the next working day.
- Will post their child's work online via Class Dojo- this will then be acknowledged by the class teacher.
- Try to establish a routine for you child. This may look different in each household. Because lessons are recorded, this gives more flexibility with learning time.

Children

- Be ready to learn when you start the online lesson. Make sure you have everything you need- pens, pencils paper etc
- Make sure you are comfortable and in a good position to learn.
- Try and access the lessons at the same time everyday – a routine is very important, just like being in school. Your routine may not be the same as your friends.
- Try to take regular exercise and eat a balanced diet
- Try to always have a good night's sleep
- Try you best!



How to Access Online Learning

Our Online Lessons are sent out via an unlisted YouTube link this means that they cannot be searched for. You don't need a laptop, tablet or smart phone to watch YouTube. Here is a list of all of the alternative ways to stream YouTube:

1. Amazon Fire TV -



2. Apple TV -



3. Google Chromecast -



4. A smart TV -



5. A PlayStation 4 or above -



6. Xbox One and above -



7. A Sky Q box -



8. A Now TV Box or stick -



In order to view the lessons on these devices please follow the following steps:

1. Ensure you are signed into YouTube using the same account on all your devices.
2. Open the link from Class Dojo on your phone or tablet and start to watch.
3. Open YouTube on your second device e.g. smart tv or games console.
4. The online lesson will appear in your 'History' to access this click on the Library button and then click History.



Useful Online Learning Links

In addition to the work set by your class teacher please find a list of additional home learning resources that you can access:

- The National Oak Academy - <https://www.thenational.academy/>
Almost 10,000 free lessons and resources. Made by teachers, for every teacher and every pupil.
- BBC Bitesize Daily Lessons - <https://www.bbc.co.uk/bitesize/dailylessons>
Lessons full of videos, quizzes and practice activities to help you keep on track when learning at home. Pick your year and subject to get started!
- Phonics Play - <https://www.phonicsplay.co.uk/>
Lots of phonics games to play. This is currently free during lockdown. A username and password is on the website
- Sky TV Learning from home - through your Sky TV box
Sky has made some educational collections available on Sky Kids, with the aim of helping families who will be spending more time together at home in the coming weeks. The Learning From Home collections are now available to Sky Kids' customers in three key curriculum stages.
- Hamilton Trust Home Learning Packs - <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>
Additional resources to support learning
- STEM - <https://www.stem.org.uk/home-learning/primary>
Starters for STEM are ten activities that parents can use at home to help children develop their science, technology, engineering and maths skills. These activities are easy-to-resource and provide children with the stimulus to talk about the world around them.



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.therealbbc.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.