



# Muswell Hill Primary School

## Newsletter No.18

### 5 February 2021

Academic Year  
2020-21



## Remote/Blended Learning Policy Review Update

Please refer to the letter from the Governing Body which has already been sent to you and is attached again with this newsletter for ease of reference.

Details of the next steps are outlined in the letter. Following the presentation of the analysis of the feedback from the community, staff and children to the Governing Body's Curriculum & Standards Committee, a few adjustments will come into effect from Monday 22<sup>nd</sup> February. These are:

- **Improved clarity of expectations:** teachers will explain in their morning introductory video which learning will need to be posted and by when, and which learning support will receive detailed feedback or be marked and which tasks must be completed.
- **Improved communication with parents and carers** to reassure/clarify how much support they need to provide (this will be discussed with the KS1 team and Suzy as to how this happens).
- **Daily live sessions** – which can be flexibly used for social engagement/reteaching key concepts or methods/story times/targeted or drop-in support, based on the teacher's assessment of best use. The times will be fixed but their function will vary. This will be timetabled across the school to avoid clashes. (We will complete this by the end of the week to give you time to make your own adjustments. **Please do not worry if you cannot make it happen for your child. Just let us know.** We are aware that, for some parents and carers, the current sessions require big adjustments to their working days and sometimes clash with their own fixed appointments, which is causing added stress.)
- **Prioritisation of 3-4 activities a day** to help children, parents and carers plan their day and prioritise the content being taught. (Teachers will state what must, should and could be completed.) We are aware that some children and parents/carers are worrying they are not getting through all the work. This is totally fine. Do what you can and stop worrying about the scary language of gaps and falling behind that you hear in the media. All schools and children are different. In the first lockdown we were nowhere near as structured with the amount of learning we/you were providing. Let us reassure you that when we assessed the children in October against July's outcomes, we were able to prove the majority of children had not fallen behind. Once all children are back, we will assess again in the summer term.

### In summary:

- 28 children lost ground in reading 7%
- 14 children lost ground in writing 4%
- 23 children lost ground in maths 6%
  
- 27 children have made accelerated progress in reading 7%
- 29 children have made accelerated progress in writing 8%
- 21 children have made accelerated progress in maths 6%

**Remote/Blended Learning Policy Review update continues on the next page. Also, in this Newsletter –Assessment Updates; Makaton Sign of the Week; Key Dates and Changes for this term; PSA; Toby's Art Exhibition page; Half-term event; Online Safety Tips and, of course, Golden Learners.**

- **Increased physical activity encouraged:** an additional 'live' HITT session with our PE team will be introduced into the week and a daily physical activity session will be timetabled each morning across all class's timetables.
- **Workbooks to help relieve screen time** – we are investigating maths and phonics books.
- **Each class's daily schedule will be available to view by 8.00am.** We know for many parents and carers it is helpful for the teachers to post work the night before. Many teachers can, but some are not able to do this due to their own family demands. Therefore, as a compromise, we will be asking all teachers to post the night before if they can, and if they cannot, the work will be there by 8.00am. This is to help parents/carers preview some of the videos and to help them organise their day.

The details of the review will be shared with parents/carers and published on the school website after the Full Governing Body meeting at the end of February.

Thank you again for your high engagement with this very worthwhile process.

## Assessment Updates

Even though formal assessments have been cancelled by the government for this year. We will still be reporting the Year 6 Teacher Assessments to Secondary Schools in the summer term. All year groups will continue to be assessed in their core subjects.

We will still be delivering the Year 1 phonics check to help inform teaching and learning and Year 4 children will take part in the times table assessments, again to help inform teaching and learning. All these assessments will be delivered when we feel it is appropriate, not in the time scales usually set by the DFE.

A more detailed breakdown of assessments from the Autumn Term will be shared with you when we publish our Remote Learning Report next half term.

## Makaton Sign of the Week

Here is the YouTube link for the MAKATON Sign of the Week video. The sign is "Why?".

<https://youtu.be/djSbkjllvQA>



"Why?" sign



"Why?" symbol

## Key dates and changes for the remainder of the term

We have reworked the planned events for this term, bearing in mind we are not clear if only some year groups or all classes will be back during the second half of the Spring term.

We have **cancelled the TAD (staff training day) on Friday, 12<sup>th</sup> February**, so the day will run as Fridays have done for the past five weeks.

School will be closed for **ALL children** at half term and teachers have been asked not to post any work or projects for half term. The children, parents and carers and staff all need some **'screen free' time**. Rest, play and fresh air is very much needed by all. Teachers will be back online from 8.30am Monday 22<sup>nd</sup> February.

For the **Parent/Carer Consultation** (mid-year reports), we have decided to share children's next steps with you on SeeSaw and Tapestry (Reception), instead of producing a paper report for this year. This means that both you and your child/ren will be clear what they need to achieve by the end of the year to achieve Age Related Expectations (ARE), or their own individual outcomes. They will be written in "child speak" to allow children to reflect on them and refer to them when they are learning either at home or in school. The teachers can use them to prompt /scaffold/support them during lessons and when giving feedback. Teachers will be able to share examples of the children's work on SeeSaw with you and we will arrange for parents and carers to collect their books from the Autumn Term, if they would like to see them.

The parent/carers consultation meetings will be held via Zoom, as we did in the Autumn Term. Teachers will give Annette their availability to set up online appointments as usual. My Plan, Care Plans or SPCs will all run through this system. Appointments will be from Wednesday 25<sup>th</sup> March until Tuesday 30<sup>th</sup> March. The online booking system will be available by Friday 5<sup>th</sup> March to enable you to sign up.

**The TAD will go ahead on Wednesday 31<sup>st</sup> March (so children will not be in on that day)** and school will then be closed for the Easter break. Children will return to school on **Monday 19<sup>th</sup> April**. Half term is Monday 31<sup>st</sup> May – 4<sup>th</sup> June. Children return to school on **Monday 7<sup>th</sup> June**. The term will end on **Friday 23<sup>rd</sup> July**.

We have been asked about the **Autumn 2021 school dates**. There will be **TAD** days on Wednesday 1<sup>st</sup> and Thursday 2<sup>nd</sup> September. Children will therefore return on **Friday 3<sup>rd</sup> September**. (We are reluctant to put three training days here at this stage and will keep it under review over the first half of the summer term and let you know by 28<sup>th</sup> May if things need to change due to the pandemic.)

## Parent Staff Association (PSA)

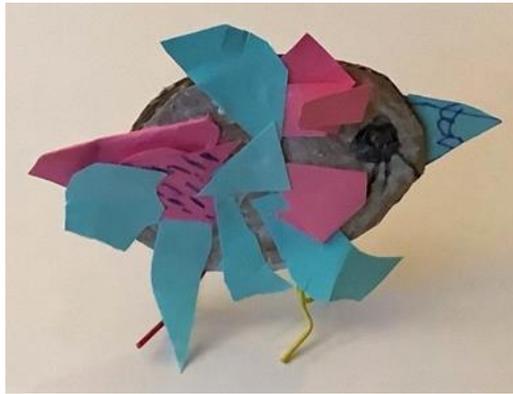
Mandi met with the PSA Committee last week to discuss some ideas on ways we can collaborate this term. They shared information about the amazing fund-raising events they held over the **12 Days of Christmas**. More news on that in next week's newsletter. To say it was an incredible amount of time and effort, is an understatement.

On behalf of the school, we would again like to thank the PSA committee members, class reps, and all those of you who took part in the events.

We really appreciate what you all do to get involved and the funds raised will make a huge difference to the school. Thank you.

## Toby's Art Exhibition page

Check out this great art inspired by the RSPB Birdwatch last weekend.



**School will be closed over half term. We will share with you any activities we come across over the coming week.**

### **February half-term drama workshops online for Reception to Year 6 aged children**

You can read all about the classes here:

<https://www.perform.org.uk/classes-courses/holiday-courses/fe2021>

'For one hour each day, our warm and friendly team of theatre professionals will inspire and encourage the children as they combine drama, dance and singing into a magical experience. They'll encourage them to project their voices, learn energetic dance routines, sing catchy songs and develop the Perform 4 Cs: Confidence, Concentration, Communication and Coordination. The course costs £60 for the 5 days.'

# Online Safety Tips – Safer Internet Day Tuesday 9<sup>th</sup> February 2021

This year's theme is: **An internet we trust: exploring reliability in the online world**. We will be covering fake news with some of the older children.

## Six useful top tips from the London Grid for Learning.



### SIX TOP TIPS

To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.



- Don't worry about screen time; aim for screen quality**

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.
- Check the safety settings are turned on**

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.
- Get your children to show you their apps and games**

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced - they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?
- Don't try to hide the news about coronavirus**

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.
- Remind them of key online safety principles**

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**
- If you aren't sure, ASK!**

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at [reporting.lgfl.net](https://reporting.lgfl.net), including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources

# Golden Learners of the Week

## Red Class – Lucy’s Shout Outs

Our Golden Learners in Red Class this week are **Ava** and **Hari**. This week we have been talking to the children about perseverance, and both of these children have really impressed us with the way they kept on trying with their writing - all the effort has really paid off! Well done Ava and Hari.

## Ruby Class – Grace’s Shouts Outs

Another wonderful week from Ruby Class. My Golden Learners are **Huxley** and **Milla**. This week we talked about perseverance and being proud of yourself. They both post so much wonderful work that shows their great determination and positivity. They have both worked really hard to improve their writing. You should be really proud of yourselves - I am! Brilliant work you two and well done everyone.

## Orange – Jeni’s Shout Out

Orange Class Golden Learner this week is **Freddie**! He is always engaged with his learning, and he has shown his dedication this week, working especially hard in Maths and Phonics. Freddie is building great resilience in his learning and, even if he is unsure at first, he gives each task his best shot. Well done Freddie!

## Amber – Toby and Roisin’s Shout Outs

Amber Class Golden Learner is **Jeevan**. He is amazingly focused when working independently and has contributed thoughtful comments during discussion. You are a star Jeevan.

Shout outs to **Natalie** and **Matias** for working so hard and completing so many home learning lessons.

## Yellow – Geoff’s Shout Out

The Golden Learner in Yellow Class this week is **Henry**. I have been impressed by Henry across all subjects this week but felt he particularly deserved a shout out for designing and making a fantastic bird feeder in DT. I look forward to hearing how successful the final product is next week. Well done Henry!

## Gold – Nathan’s Shout Outs

My Golden Learner this week is **Thiru**. He has shown fantastic perseverance over the last couple of weeks to complete his learning at home and catch up with learning that he missed. It has been a real pleasure to see more of his learning on Seesaw and his responses to my questions. Well done Thiru!

## Green – Kath’s Shout Outs

Green Class Golden Learners are:

**Maria** - For her fantastic attitude towards her learning. She shows incredible drive and determination and has made terrific progress in all areas but especially in her reading. Such confident, expressive, and fluent reading. We are all so proud of you. Well done Maria!

**Spencer** - For fabulous engagement with Seesaw. He has produced super work in all areas of the curriculum. His writing linked to our text 'Ottoline and the Yellow Cat' has been particularly excellent and his determination to master multiplication and division hugely impressive. Well done Spencer!

### **Emerald – Lara’s Shout Outs**

**Louis** for his brilliant science activities. He has been testing different forces at home and has posted some great learning on Seesaw.

**Tuesday** for her consistently great work on Seesaw. I can see that Tuesday is working very hard and I am very impressed.

**Wyatt** for all his wonderful extra learning. Wyatt has been doing lots of cooking and art and he sends fantastic videos showing what he's up to!

### **Blue – Ritu’s Shout Outs**

Blue Class’s Golden Learner this week is **Isla**! Isla is not only diligent and consistently conscientious, but she always works to the best of her ability producing learning of a high standard. This week, during Well-Being Wednesday, Isla made a chocolate bar 🍫 which she had in fact designed during our English work on persuasive adverts a couple of weeks ago! Very impressive and I’m told it tastes delicious! Well done Isla :)

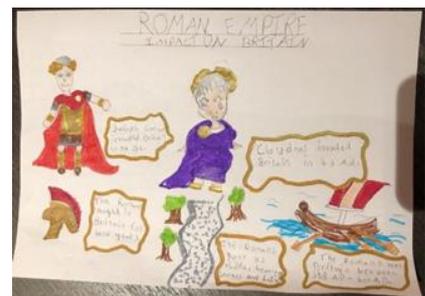
Also working incredibly hard and challenging himself to do his very best is **Lucas**! I have been particularly impressed with his writing this week where he followed the learning on Seesaw but added his own twists - innovating and applying his own extensions to make his work even better. I have enjoyed reading your descriptions, diary entries and short stories, Lucas. Keep up the great work!

### **Sapphire – Sophie’s Shout Outs**

My Golden Learners for this week are **Anoushka** and **Hugo**.

As well as stretching and challenging their knowledge of division this week and reflecting on the power of using dialogue and speech effectively in English to convey a character's perspective and emotions, Anoushka and Hugo have also impressed me with a display of other interests, from immaculately illustrated Roman Fact Files to Computing Projects on Scratch! A massive well done to you both!

It's been a brilliant week of learning once again for my Sapphire Superstars, as well as time to rest and reflect for our Well-being Wednesday afternoon and also a practical screen break whilst designing and making their bird feeders for DT following the big watch at the weekend! I have attached just a few of the many fabulous examples for you to feast your eyes upon :)



### **Miss Fryer's Brilliant Blue Bubble Shout Out**

Another fabulous week from all the children in the brilliant blue bubble. We've enjoyed some fun activities for children's mental health week: expressing ourselves through our clothes, telling jokes, drawing our feelings when listening to music and discussing what activities "lift us up". We had dancing, baking, playing computer games and art as some of our favourite ways to express ourselves.

My Golden Learner is **Mia** as her attitude towards her learning is spot on. She never gives up and always puts in a super-human effort. Well done Mia.

### **Indigo – Hadley's Shout Outs**

**Amber** has many talents and shows a fabulously positive attitude to learning across the curriculum. She uses a wide range of learning strategies to complete tasks and her sense of fun is never far from the surface. Recently she even managed to miraculously transform the mundane task of sentence-writing for spelling homework into a highly amusing video featuring a certain dog (whom she NEVER talks about).

**Freddie** routinely produces outstanding work across the curriculum and his standards haven't slipped a mm during lockdown. He can easily get lost in a book and his voracious appetite for reading shows in his writing, which is always engaging and original. He seems to have a genuine interest in almost everything he's asked to do and often goes beyond what is required, finding out more and excitedly sharing his discoveries with others.

Finally, a **MASSIVE** shout out to all of Indigo class. Thank you so much for your all-round awesomeness, making your old teacher smile and laugh and go "Wow, look at that!" over and over and over again. You rock!

### **Cobalt – Elena's Shout Outs**

Cobalt Golden Learners this week are:

**Clemence** for always showing such a positive, focused and conscientious attitude towards her learning and for responding so well to the feedback on Seesaw. Well done Clemmy, you star!

**Daniel** for working extremely hard with his writing this week. In school with Lucille and Natalie, he has shown resilience and a positive attitude. Keep up the excellent work Daniel, I am super proud of you!

### **Violet – Muriel's Shout Out**

Sophisticated thought-provoking contributions to discussions

Optimistic glass half full kind of girl

Puts a smile on the face of those around her

Happy go lucky attitude that is admirable

Impressive commitment to her learning

Awareness of the need for self-care

Well done Sophia, you are the Golden Learner.

### **Amethyst – Joseph's Shout Out**

This week's Golden Learner in Amethyst is **Oscar**. Oscar is always kind and hard-working, but I have really been impressed with his resilience while we have been remote learning. It is a tough time for everyone, and Oscar has continued to put a lot of effort into his work and has adapted to the change well. Well done, Oscar.