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Live Lessons and Remote Learning

During our welfare phone calls home, some parents have been asking why we are not offering 'live' lessons.

As you know, all staff are working in school full time in order to provide both face-to-face teaching and home learning. They are working at full capacity to ensure that all of their children, both at school and at home, are receiving the same high-quality curriculum and learning opportunities.

Staff are in front of their class for much of the school day, when they are not working on the home learning offer. It would not be appropriate to set up video cameras within these lessons for a number of reasons, which include, but are not limited to:

- Safeguarding risks
- Confidentiality (identifying vulnerable children or children who need extra support within classrooms)
- Staff wellbeing

We neither have the staff levels or technology in school to support full, pre-recorded teaching. However, we are always looking for ways to improve our remote learning offer.

Remote learning takes many forms and does not necessarily mean live lessons. The Local Authority informs us that live lessons and interactive online teaching is only happening in a small number of schools, but mainly in sixth forms. These sessions take a lot of work to set up and maintain so require staff who are not currently in school teaching to support this option. As a small school, where all staff are currently on site, this is unfortunately not a sustainable option for us.

There is some debate nationally as to the benefits and drawbacks of 'live' for remote learning. Where families have enough electronic devices for each child to have their own device and all access lessons as they happen this might be an offer some schools consider. However, this offer would exclude children in families where there are not enough devices to use simultaneously and these children would therefore have to take turns to access education, with no chance of catch up when they miss lessons.

Our home learning offer is broad and we are trying to engage pupils in the full in-school curriculum. Learning is sequential and builds on prior learning. This means teachers can identify and address misconceptions as well as providing specific, individual feedback. Our home learning mirrors what is set at school and our Spring Term curriculum offer is the same as it was intended to be, both inside and outside of school. We are currently evaluating our use of feedback and looking at ways in which this could be further improved.

Following several conversations already this week, we are also acutely aware of parents' wellbeing and that many parents are struggling to juggle work along with other children and working with limited or shared devices and we do not want to add additional pressure to those who are already struggling.

We are working hard to tailor our remote learning offer to the needs of all of our pupils and I hope that you will welcome the further developments you will see over the coming weeks.

Mrs Lamb



To support all of our children we use Oxford Reading Buddy - a digital reading service that supports each child's personal reading journey and motivates them to succeed. This is possible through very generous funding from the PTA.

All children from Reception to Year 4 have an Oxford Reading Buddy account. Children can choose to read independently at their reading level, read with family members or can listen to the stories just for fun. Audio and text tracking is available at earlier levels to help children to follow the text.

There are a wealth of benefits:

- It is an extensive eBook library, with hundreds of eBooks from loved and trusted Oxford series such as Oxford Reading Tree, Treetops, and Project X, providing children with extra practice and consolidating their learning
- Coaching eBooks are accompanied by a personalised 'Reading Buddy' who models key comprehension strategies, supporting children as they read
- Comprehension quizzes are carefully matched to each eBook, deepening and developing children's comprehension skills
- An in-built reward system, where children gain badges as they progress in their reading, building motivation into every step of their reading journey
- Detailed progress reports and data support teachers with insights into each child's attainment and reading development, so they can quickly pinpoint where extra support is needed



of students have used Oxford Reading Buddy in the last 7 days

This week's data from ORB is that we have a low usage of the service despite many more children being at home. This is much lower than this time last year.

However, data also shows that of those 15% who use it - they are making remarkable progress **well above** the expected rate. Those that are engaged are regular and consistent users and the children I have spoken to who use it love it!

I don't wish to put any extra pressure on parents, however we have had lots of messages about reading books not coming home now and I wanted to let you know that this fantastic resource is there to support your child.

Why I like ORB so much is it is not just the books. The quizzes to check for understanding are brilliant – fun, interactive and motivating - covering all the reading assessment framework without them even realising it! Reading comprehension is so important - to be able to read a text, summarise it, understand the key messages and get the relevant information from it is a key skill not just in English but for the rest of their school journey.

Go to www.oxfordreadingbuddy.com and click 'student login' to begin. Our school code is **ybjru** followed by your username and password. Oxford Reading Buddy can be accessed on computers, tablets and smart phones.

If you have any issues with logging on or need a password reminder – please email me claire.lambert@gosforthpark.newcastle.sch.uk

Happy reading!
Mrs Lambert

School Places

Gosforth Park First School is one of a small number of schools who serve a disproportionately high proportion of key workers. In our school the key worker guidance has caused significant operational difficulties. As Headteacher, I have had to balance my obligations to the high number of key workers, the requirements to provide comprehensive home learning, and my obligations, as the school leader to the safety and well-being of the staff and pupils on site. The senior leadership team and I review this situation weekly, and whenever guidance changes. We will continue to do so until school is fully open. I can only thank you for your understanding and forbearance in these difficult circumstances.

Mrs Lamb

Children's Mental Health Week

From 1 - 7 February, we're taking part in Place2Be's Children's Mental Health Week. With the current lockdown and lots of uncertainty, children and young people's mental health has never been more important. This year's theme is Express Yourself. Place2Be has created activities and resources to help children (and adults) to explore the different ways that they can share their thoughts, feelings and ideas. There are lots of resources on the Children's Mental Health Week website that you can use with your child at home, including activity ideas, tips for parents and carers and an online assembly. The DfE have also published guidance for parents and carers on supporting children and young people's mental health and wellbeing during and following the Covid-19 pandemic.

Mrs McClurg
PSHE Lead

[Improving children's mental health in schools – Place2Be](#)

<https://www.childrensmentalhealthweek.org.uk>

[Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus \(COVID-19\) pandemic - GOV.UK \(www.gov.uk\)](#)

February half-term

Mon 15th - Friday 19th

Schools will close as usual over February half-term and are not expected to remain open to vulnerable children and the children of critical workers during that week.

Families who have been receiving school meal vouchers will receive a voucher to cover the half term holiday.

Online Safety

The last year has been anything but normal, and during this period of lockdown it's likely that children are going to continue to spend more time online. From advice on gaming to helping manage your child's wellbeing online, net-aware's lockdown hub has everything you need to help keep them safe.

<https://www.net-aware.org.uk/online-safety-lockdown/>

You can also access six easy-to-follow videos to work through together with children aged 6-9 years old from Childnet.

Each video has:

- simple, clear online safety advice specifically tailored for children aged 6-9 years old,
- 10-15 minutes of fun activities, games and discussion points,
- narration from an experienced member of the Childnet education team,
- optional follow-up activities to extend children's learning.

<https://www.childnet.com/resources/video-lessons>

Miss Coughlan
Computing Lead



Healthy School

Following up from last week with ideas for getting out and about: At the moment it's likely that you will need wellies and waterproofs so a walk to find the best puddles is the most obvious way to make the most of your wet weather gear (and washing machine!). Can you jump over the puddles in all directions? Do the biggest puddles produce the biggest splash? Can your child spot any reflections in the puddles and take photos of them? Challenge them to an obstacle course if wet or dry. E.g. hop 10 times, jump over the next two puddles, run to the 2nd lamppost etc. If your children isn't used to walking very far, start small and stay close enough to home to be able to return home without it feeling too far. Above all, have fun!



Yellow class have the most points again this week – but well done to Violet class, you were only 100 points behind them this week!

Well done to Sahib Singh Dhaliwal and Jemima Bond for gaining the most points this week.



Jemima Bond and Isabel Gent are still our top two with Rock Legend status. Well done Millie Anderson for also achieving Rock Legend status this week. Millie has been working so hard and everyone at GPFS is very proud of her! Amazing work everyone!

Ms Gasper



Our Oxford reading buddy this week is **Sahib Singh Dhaliwal**, well done!

Covid Related Pupil Absence Guide

	Scenario	Action required
1	<p>My child has COVID-19 symptoms:</p> <ul style="list-style-type: none"> • High temperature • New continuous Cough • Loss or change to sense of smell or taste 	<p>DO NOT ATTEND SCHOOL</p> <p>Ring school immediately.</p> <p>Book a test https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/</p> <p>Self-isolate everyone in your household while you wait for the test result.</p>
2	The test result is negative	<p>Ring school immediately.</p> <p>If well enough, your child can return to school on the following day (or the same day if possible).</p>
3	The test result is positive	<p>DO NOT ATTEND SCHOOL</p> <p>Everyone in your household must self-isolate for 10 days. The person who has a positive test must self-isolate for 10 days or until they are well (we will authorise 10 days self-isolation absence as we understand the practical difficulties in getting your children to school if you are self-isolating for 10 days)</p>
4	My child is unwell with non COVID-19 related symptoms	Follow the usual school absence procedures.
5	Someone in my household has COVID symptoms	<p>DO NOT ATTEND SCHOOL</p> <p>Ring school immediately.</p> <p>Book a test https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/</p> <p>Self-isolate everyone in your household while you wait for the test result.</p>
6	Someone in my household has tested positive for COVID-19	<p>DO NOT ATTEND SCHOOL</p> <p>Ring school immediately.</p> <p>Self-isolate everyone in your household for 10 days.</p> <p>The person who has tested positive must self-isolate for 10 days from the onset of symptoms.</p>
7	NHS Test and Trace has identified my child as being in close contact with someone who has tested positive for COVID-19 or I know that my child has had close contact with someone who has tested positive for COVID-19	<p>DO NOT ATTEND SCHOOL</p> <p>Ring school immediately.</p> <p>Your child will have to self-isolate for 10 days. Other members of your household do not need to self-isolate. If your child develops symptoms in the self-isolation period, follow the advice for scenario 1. If another member of the household develops symptoms, follow the advice for scenario 5.</p>

8	We are returning from travel to a country where a period of quarantine is necessary.	<p>DO NOT ATTEND SCHOOL</p> <p>Follow advice regarding the need to quarantine https://www.gov.uk/foreign-travel-advice and how to quarantine https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk</p> <p>Ring school immediately so that we are aware and so that we can agree a return to school date.</p>
9	We have received medical advice that my child needs to resume shielding	<p>DO NOT ATTEND SCHOOL</p> <p>Ring school immediately.</p> <p>Shield until you are informed that restrictions are lifted and shielding is paused again.</p>
10	My child's school bubble has been told to self-isolate.	<p>DO NOT ATTEND SCHOOL</p> <p>School will contact you to share the advice from Public Health England and to inform you of a return to school date and arrangements for remote learning.</p>

