
A NOTE FROM THE GOVERNORS



Dear Parents/Carers,

The Governing Body of Hemingford Grey Primary School would like to wish you all a relaxing half-term holiday.

We know it has been a very challenging time for everyone since school closed to most children at the beginning of the term. Thank-you for continuing to help support your children's learning and rising to the additional challenges that this winter has brought. It is very strange for the Governing Body having to work remotely and having no opportunity to interact with any of your children. However, we have continued to undertake our critical roles, and one part of that is to monitor key aspects of the school.

One of our new Governors, Diane Moore, has done a virtual visit to monitor **Remote Learning Provision** at the school, and we are providing a summary of her report for you to read on the next page below.

This year, the Governing Body is aiming to increase its communication with the parent body, so please look out for a Governor Newsletter that we are hoping to launch soon (ideally when everyone is back at school).

Finally, I would like to thank Mrs Marriott and her wonderful team of dedicated staff for all of their efforts to continue to provide safe, high quality learning provision for all children at the school.

Helen Peat
Chair of Governors

Remote Learning Monitoring Visit - Diane Moore

'Learning from Home' has been a massive challenge for all, and since the start of Lockdown 3, it has put so much extra pressure on parents / carers at home as well as all the school team. As governors, we are responsible for making sure the 'Remote Learning Offer' is working successfully and matches the expectations set out by the DfE.

At the beginning of February, we carried out a review (monitoring) of the offer, using parent and carer feedback, children's voice, looking at teacher's planning and pupil's work on Seesaw, as well as the data to see how many children were in school, and how many were working from home.

Our main focus was to check that children working remotely had the same offer as the children in school, that the activities were well planned and at the correct level of challenge, that children were engaging and that parents felt supported.

We found that the remote learning offer was a well balanced one, with a wide range of activities which were adapted to enable children of differing abilities to learn. We found that a high level of pupils in all year groups, but particularly the older ones, were engaging well, and that parents felt supported.

Some parents wanted to see more on-line live teaching, but most understood that this is not the most successful way for the children to learn. We were also very encouraged to see that the school leadership team had used this feedback pro-actively, increasing the amount of 'live social occasions' available to help those working remotely feel part of the class team.

We could see how hard 'remote learning' was for many parents, especially those working from home, and were impressed by the effort and positivity you all have shown in these challenging times. Overall, we were satisfied that the HGPS Remote Learning package was very much 'fit for purpose'.

Hopefully this unique time in education will be short lived, and all the children will be back in the classroom very soon.

Diane Moore

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