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Dear parent/carer,

As we are working through all our families to check everyone is okay and able to access the remote learning, we have been overwhelmed by the positive comments we have received. We are delighted that you feel we are continuing to provide our Newchurch robins with the best provision we can at this time and thank you for your understanding when things haven't quite gone according to plan. However, none of this can be achieved without the outstanding support and partnership we have with you as parents. You are making the difference to the life chances of your children and we appreciate how hard it must be when many of you are juggling your own work commitments and have other children at home too. For that we take our hats off to you and thank you from the bottom of our hearts.

Parents have indicated that children are more receptive to the live streaming lessons and are, on the whole, more independent completing tasks following them. In classes with older children, there is more live streaming from the teachers or teaching assistants as they are able to be much more independent at home and in school. This week the focus has been on continuing with the live register, the phonics sessions and introducing the guided reading sessions. Next week, we will extend this to either Maths or English. This will be discussed at our staff briefing tomorrow after school when we get together as a whole staff to review the week and look at the next steps.

What happens to remote learning on days when we have parental conferences?

Hopefully, you will have all received your calendar invite to the email we have registered for you in school – this will **not** be your child's google account. At the time you have booked in, please click on the link and this should (fingers crossed) take you into the meeting with your child's class teacher.

As you can appreciate, the teacher cannot deliver live streaming sessions, support remote learning and conduct parental conferences at the same time. Although, in my opinion, our teachers do have 'superhero status', they cannot stretch themselves in so many directions. Therefore, we are looking at an alternative approach to these days.



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Warrington Inclusion Hub
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As a school our unique selling point is the fact that we believe that all subjects have equal status and as such, we need to ensure that during this current blended learning time, the children are provided with the opportunity to develop their skills in other subjects, particularly those which are mindful. On the day of their parental conferences, each class will be provided with a menu of choice which will be linked to either their class text, their topic or a mixture of both. This is what the curriculum mat will look like:

Year 2 cross-curricular days

Listen to [this music](#) from 'How to train a dragon' whilst you work.

Fancy a break? Try and sing and move along with [this song](#).

Let's get singing! Click [here](#) and learn the song, 'Puff, the magic dragon'. [Try it on your own now](#).

Follow the instructions on [this video](#) to make your own origami dragon. Can you improve your skills by making a family and give them names?

When making your lunch today, could you make a dragon's face or even a full body. As you are eating it, think of all the words you could use to describe it.

Can you paint or draw a dragon of your choice? It could be a fire dragon, an ice dragon, an Earth dragon or a water dragon.

Watch [this video](#) about St George, the patron saint of England and make a note of the very important points.

Watch [this video](#). Hiccup's children do not like dragons. Could you think of reasons why they should and should not like dragons?

Can you build a cave for your dragons? It could be made out of anything you have in your house, or maybe go outside and create it.

Imagine what a magical dragon might eat. Something disgusting for sure! Be as adventurous as you can. You could draw, paint or collage a meal for the dragon. You could even use playdough. Label all the disgusting parts of your meal using expanded nouns.

Can you make a model of your dragon? You could use LEGO, junk materials, something from the outdoors – anything really.

Can you design your own shield which shows the things you like and the people and places that are important to you. If you have time you could make it!

Time to be an inventor! Can you design a dragon friendly trap? Draw it, label it and see if you can use junk materials to make a prototype.

Can you make your dragons into a mobile to hang up in your bedroom?

Write a recipe for each part of your meal using illustrations and remember imperative (bossy) verbs.

Can you use your dragon to create a story? You could create a [story map](#), or [comic strip](#) or video record or audio record your story.

Can you retell the story using stories, pictures or animation. Click [here](#) for some ideas.

Watch [this trailer](#). Can you write a set of instructions for training a dragon? Make up your own ideas.

Stories you could listen to... Just click on the image to take you to the story. Enjoy!

Specific details for each year group will be shared prior to their parental conference day. It may be worth starting to gather cardboard boxes, tubes, plastic bottles etc.

Should the work set take as long as it does?

In normal circumstances, the children would have one hour for each lesson which includes the input plus the activity. Therefore, there is no need for your child to complete the whole task if they have spent that amount of time working on it. Please just send in the work they have done in that time so the teacher can see how they have done and this will form the plan for the next day. On Friday, as a staff, we will be discussing the amount of work provided for the children to help with this.

How is engagement monitored?

The Local Authority has asked schools to measure the engagement of pupils in remote learning and as such we will use the daily virtual register to complete the register that we send to the Department for Education along with our own records, which are completed at the end of each day when work is submitted, to provide this information.

Is the work I am sending in ok?

Absolutely! The quality of the work we are receiving is great and we can see the level of support that is being given by parents and in some cases grandparents. We have been delighted to see how many children are using Kami to record their learning and hopefully, they are finding it better when engaging with PDF documents. The teachers are beginning to use it to give verbal feedback also which is exciting. If you are experiencing difficulties, using Kami, please contact school for support and if you haven't tried it yet, why not give it a whirl?



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Just one thing to consider is when sending in photographs of children's writing, please could you do us a favour and send it as a large image and ensure the clarity is good so staff can mark it more effectively. Thank you.

Should I have received a voucher for Free School Meals?

Children who are eligible for benefits-related Free School Meals and are not coming into school, should have received their supermarket vouchers. If this is not the case, please contact the school office. There appears to have been some confusion regarding eligibility for Free School Meals vouchers so hopefully this will clarify if your child is eligible or not.

All children in KS1 (Reception, Year 1 and Year 2) are eligible for Universal Free School Meals; this does not trigger free school meal vouchers. Alongside that are children who are eligible for benefits-related Free School Meals; these are the children who will receive a voucher if they are not coming into school. Here are the benefits for you to refer to:

- Income Support;
- Income-based Jobseeker's Allowance;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The guaranteed element of Pension Credit;
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190);
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit;
- Universal Credit.

If you believe that you may be eligible, please contact the school office and we will explain what it needed in order for us to process the application to the Local Authority to see if you are in fact eligible. This usually only takes a day or so. Please note that it is not the school's decision as to whether you are eligible, the decision is taken by the Local Authority.

We are sure you share with us the wish for things to be back to 'normal', but what we can celebrate is the fact that we are finding new ways together to move mountains for our Newchurch robins. Any feedback or suggestions you have to improve our provision is warmly welcomed as you are not only part of our Newchurch Family but, as co-educators of your children, you are now part of the Newchurch Team!

Take care and keep safe.

Jayne Narraway

Head Teacher



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