

# King Athelstan Primary School

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Dear Parents and Carers,

Thank you for your continued support and feedback regarding our remote learning offer. Many of you have recognised and appreciated how much this has developed since the first national lockdown last March. We have really appreciated the fantastic emails of support that we continue to receive from many of you. This makes a real difference to staff morale. We understand that some families continue to face individual challenges and we want to continue to try to support you to address these so that all children can access the education they are entitled to during this time.

We have previously shared with you our planned offering for each key stage, however this was originally designed for classes/individuals self-isolating for a short, fixed period of time. It was not intended to be run for the whole school and for the extended period of remote learning we now find ourselves engaged in. It was also developed prior to the revised guidance issued very recently by the government. Having run our current system for two weeks now, it has become clear that aspects of the current offering need tweaking to further support families, and particularly, to ensure staff workload is manageable in the longer term. We are sure you will appreciate that all our staff, like you, are managing their own technical challenges, adapting teaching and learning for a completely new and different style and mode of delivery alongside the personal and family challenges that we are all facing during the current lockdown..

We have, this week, conducted a review with teaching staff of our offering, alongside the revised government guidance, and are writing to you today to share our revised offering and expectations. It is clear that in many cases our staff have been going significantly above and beyond what is expected and as a result are up very late at night in order to do this. Similarly, we know that learning online at home takes longer, putting pressure on families, and that the significant increase in screen time needs managing too. Clearly this is not sustainable for anyone.

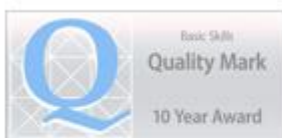
Please note that our offer may be subject to change at short notice as we continue to manage changing local and national expectations alongside the education of children off-site and on-site.

## Daily Offering

All lessons will be planned by King Athelstan staff but may also include or refer to videos and other content from outside providers. Sessions delivered by our specialist teachers provide class teachers with PPA (statutory non-contact) time and so they will not be available on the class Stream in the same way during these times.

## Nursery

- A combination of daily and weekly activities
- Regular story times
- 2 Google Meet sessions per week



### Reception

- Daily maths activity
- Daily phonics activity
- Weekly PE lesson
- Weekly music lesson
- Topic and PSED sessions
- 3 Google Meet sessions per week

### KS1 (Years 1 and 2)

- Daily maths lesson (one day per week this may be key skills, e.g. Times Tables/Numbots, KIRF, J2e)
- 4 English lessons per week
- Daily phonics/reading lesson (one day per week this may be a live Google Meet story time)
- Twice weekly PE lesson
- Weekly art lesson
- Weekly music lesson
- Weekly topic/'theme' lesson
- 3 Google Meet sessions per week

This offering will total at least 3 hours daily, in line with government expectations.

### KS2 (Years 3-6)

- Daily maths lesson (one day per week this may be key skills, e.g. Times Tables, KIRF, J2e)
- Daily English lesson
- Daily reading lesson (one day per week this may be a live Google Meet story time, or a self-study reading task)
- Twice weekly PE lesson
- Weekly art lesson
- A French lesson on alternate weeks
- Weekly music lesson
- Weekly topic/'theme' lesson
- 3 Google Meet sessions per week

This offering will total approximately 4 hours daily, in line with government expectations.

### **Teacher Feedback**

We are keen to balance flexibility and support for you as families with a manageable workload for our staff. In light of this we are revising feedback expectations as outlined below, bringing them more in line with our in-school marking policy.

### Timings

- Teachers will endeavour to provide feedback to learning submitted before the 3pm daily deadline by the following morning. Please note that there will be times where this is not possible as staff have other, often unseen, workload commitments which differ each day such as attending virtual meetings.
- We recognise that for many families it is not possible to meet this deadline due to, for example, parent's own work commitments. Therefore, work submitted on the day set but after the 3pm deadline, will be responded to in the coming days. Please note that, for some classes,

the majority of work is being submitted after 5pm and so it is not possible to provide feedback by the following morning.

- Whilst you are welcome to complete missed work after the day it is set, learning submitted in the days after the deadline will not be marked by staff, as this is simply not manageable to keep on top of.

### Methods of Feedback

Learning will be responded to in a number of different ways, to better reflect the approaches used in school.

- A whole class/group message or short video may be uploaded to the Stream to, for example, address a common misconception that the teacher has identified in the work submitted. This will be in lieu of individual feedback.
- Occasionally, work may be responded to (particularly for older children) with % which the class teacher will explain on the Stream. Teachers will aim to provide written feedback comments for one piece of work each day. They will use professional judgement as to where this will have most impact on learning and will prioritise pupils who have not yet achieved the intended learning outcome.

At present the 3pm deadline has only applied to classes in KS2 but this will now also apply to those in KS1 to support prioritisation of teacher workload and timely feedback. As mentioned above, if a piece of work is submitted the next day, the teacher will look at the work, but will be unable to give feedback, as they will have already moved onto the next day's feedback.

### Direct Communications

Many teachers are spending significant periods each day responding to individual messages from parents and carers and attempting to resolve these issues. Please note that all time spent doing this is time that takes the teacher away from planning, delivering and responding to learning. It is not possible to have an individual dialogue with the teacher on a regular basis. Common communication themes are addressed below:

- Technical support: please telephone the school office and members of staff on-site will endeavour to support you with these. They should not be addressed to the class teacher.
- It is not manageable for teachers to upload the same task repeatedly in a range of different formats. Teachers will provide a maximum of two format options. If you are unable to access either of these, please contact the school office for support and/or complete the learning on paper and upload a photograph. (NB this approach is fine for any work to reduce screen time.)
- Feedback regarding the learning set being too easy/hard or too much/not enough: whilst staff welcome feedback to tailor their planning for the following day, it is not possible to respond to these requests individually. Teachers are working hard to try to differentiate learning tasks for a range of abilities. If you feel that the learning set for your child that day is inaccessible, please use our existing bank of learning resources (e.g. Numbots, J2E etc.) instead on that day. A short note to the teacher explaining this is fine and will be read but may not receive an individual response.

### Engagement in Learning

We totally understand that it is difficult to keep your child engaged in learning when they are isolated from their peers. We know that, like us, you are conscious of screen time. Please make a judgement as a parent about when to stop learning for the day or when to take breaks. If your child has had enough then simply do something else. We are obliged to comply with the government

requirements and we are also required to report on engagement in learning and follow up where children are not engaged at all. From next week we have tried to even out the timetable so that each day is more balanced in terms of what assignments are set. Regardless of this, we expect you to "call time" on learning, when you feel it is appropriate. Children will not be penalised for this and we do not feel that missing a few assignments here and there will affect their learning. Not engaging at all will have a significant impact.

Unfortunately we are not able to set assignments for longer periods as we are not able to process them. However, as stated previously, please feel free to complete things out of timescale and turn them in without expecting them to be marked.

Finally, in recognition of the hard work our entire community has put in to our new way of learning, we will be holding a whole school wellbeing day next Friday 22<sup>nd</sup> January. On this day, learning tasks will focus on physical, mental and emotional wellbeing. We hope that this will provide a welcome change for all of you working hard to support your children with their learning from home. It is so important that we continue to look after ourselves and each other during these challenging times. Further details of what will be on offer on this day will follow in a separate letter soon.

Yours sincerely,

The Senior Leadership Team