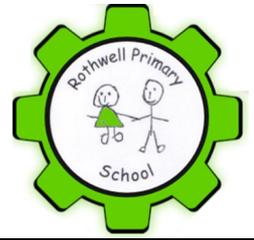


Rothwell Primary School



# Newsletter

Friday 17th April, 2020

Dear Parents and Carers,

I really hope you are all keeping safe and have managed to make the most of the Easter weekend together.

During the holidays we have posted a few things to make you smile. Thank you to Mrs Sparkes and the team for organising the great semaphore challenge and thanks to Mrs Miller for organising the amusing Easter dance clips, alongside Mrs Jackson, Mrs Baker-Robinson, Miss Wandless, Miss Russell and Miss Callaly. If you've not had chance to see them, they are on our Facebook page; this is also accessible on our school website.

We fully understand the pressures of juggling work, family and all of the other aspects during this unprecedented time. As I have said in previous newsletters, the highest priority is the safety and wellbeing of all our children, families and staff. That being said, we obviously want to help you to support your children with their home learning during the next stage of partial school closures. Up until this point, our children have had access to a paper pack and online resources to support their learning. However, we have been working hard to review the best options to organise a way to enable you to support your children with their home learning. **For children in Nursery and Reception, we will be using the current Tapestry platform to do this. For years 1-6, we will be using the Google Classroom platform.**

Home Learning in this manner is new to the children, yourselves and to us and we understand that this will take some adjustment. There is more information regarding what this will look like on the following pages, however, **the core learning part of the timetable is the essential learning.** We understand that there may be days when learning time is limited; when this is the case, we would recommend the core learning part of the timetable is the priority. Likewise, we also understand that there may be odd occasions when this is not possible. We want to give your children the best chance of learning, but we do not want to add to any stress to family life. We are here to support you along the way.

In order to support our children with SEND and other children working out of their year group, learning tasks may be differentiated to best support your child's learning and progress while at home. Where this is the case, children may be assigned work which focuses on objectives from a different stage of learning and will receive assignments from the more relevant stage. This will happen automatically for children in Year 1 - Year 4. However, for children in Year 5 and 6 where they have their own e-mail, they will be sent an invitation to access a different stage of learning (if this applies to them). Please make sure your child accepts this invite.

Please see the information on the following pages regarding more details of how to access this home learning from Monday 20th April. Once you have logged into Google Classroom, please use the private comment box on there if you are having any difficulties. If you are not able to access this, please e-mail us. [admin@rothwell-pri.leeds.sch.uk](mailto:admin@rothwell-pri.leeds.sch.uk). The team will be on hand to provide support on Monday and we would like to thank you in advance for your patience and understanding in this new phase. As always, we will continue to work together as we introduce and develop this new approach to learning.

Following this newsletter, for children in Years 1-4, please look out for an e-mail with your child's log in details. All parents will also receive a separate parent guide. (These are also on the website—Pupils/Home learning).

Information guides for our approach to home learning in EYFS and Years 1-6 are attached. There will also be many useful resources on our website in the 'Pupils' section. Within here, there is also a 'Home Learning' section which has links to Google Classroom, including guidance for yourselves in using the platform.

Thank you so much to the wonderful staff team who have continued to support our key worker children over the Easter holidays and a huge thank you to the Leadership Team and Mrs Bindon for working throughout the Easter holidays to develop the home learning aspect.

For those children who are attending school, please ensure they have sun-cream on before coming into school and ensure that they bring a sun hat and water bottle. They are able to wear their outdoor PE kit/sports wear.

A reminder that on our website there is a section COVID-19 information. There is a wide range of resources to support you and your children with their social, emotional and mental health, information regarding food or financial support, online resources, newsletters, agencies for support... amongst other things.

Kind Regards

Leila Rothenburg



# Rothwell Primary School



## Suggested Home Learning For Key Stage 1 and 2



As a school, we are excited to be able to use Google Classroom (GC) to support home learning after the Easter Holidays. This will be a platform where children will have monitored home learning set each day, can find useful links and activities, can post the work they have completed as well as interact with a teacher from within their phase. This will help provide some level of routine and continuity to the children's education while school closures remain in place across the UK.

Y5/6 are already familiar with using Google Classroom and Y3/4 have been introduced; Y1/2 has now been set-up and login details will be emailed out soon.

GC is available as an APP on tablets and mobile phones and is also available as a desktop/laptop version. Although GC looks slightly different depending on the device you choose, the functions remain the same.

### LOGGING ON FROM A DESKTOP

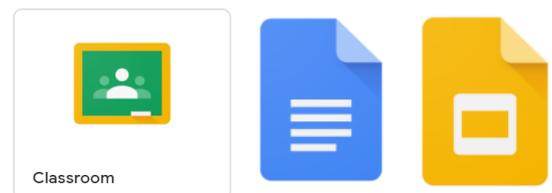
- Option 1: Using Google, search for 'Google Classroom'.
- Option 2: From the school website, click on Menu in the top right hand corner, then locate 'NEW Home Learning Information' in the Pupil section. This has a direct link to the GC platform.



- To login to GC, your child will need their email address and a password.

### LOGGING ON FROM AN IPAD/IPHONE

- Download the Google Classroom APP.
- To login to GC, your child will need their email address (which is their username) and a password.
- At this point, it might also be worthwhile downloading the Google Docs and Google Slides APPs.



We'd encourage you in the first instance to simply have a look around the platform with your child and familiarise yourselves with the different areas. The key area your child will be using for their learning is 'Classwork' - this is where learning 'Assignments' will be posted.

The GC platform will allow your child's teacher to post activities and learning on a daily basis. Your child can decide to complete tasks by typing straight into the documents found in 'My Work', or they can write on paper or in their own books - whichever method is chosen will be great to practise and showcase their fantastic learning! Google Docs and Google Slides are built in as part of the desktop version of GC and will be used by your child to complete their learning; however the APPs need downloading separately if using GC on an iPad or iPhone.

The daily timetable and tasks will be released from 7am each morning, ready to complete as best fits with your schedule. Children will be asked to 'hand in' certain tasks and information about this will be on your daily timetable. Submitted work will be acknowledged and teachers from each phase will be online at certain points during the school day to answer any queries if needed.



# Rothwell Primary School



## Suggested Home Learning For Key Stage 1 and 2

As a school, we recognise the challenges facing each family will be varied. Balancing the pressures of working from home or as a key worker; confidence in using the IT resources available; the independence and needs of the children are all important factors to consider and manage by us all. With this in mind, we are trying to make our learning suggestions as flexible as possible as home learning for every family will differ.

Outlined below is a proposed timetable. We have decided to suggest how long children should spend on these activities as a guide rather than prescribing an exact start time. The rationale behind the suggested structure is to provide children with core learning through assigned tasks as well as on-going daily practice of key skills. There is also a theme that will run through learning across school - this is so that children have opportunities to work together as a family as well as following their own interests. **If time available on any given day is limited, we would advise that the Core Learning tasks should be given**

### Core Learning

Each morning, activities will be set that children are expected to complete each day, found in the 'My Work' part of Google Classroom. **It is expected that children will 'hand-in' their work when completed.** Learning may include:

- Maths - revisiting work covered earlier in the year or introducing a new topic. There may be a YouTube link to help remind the children of previous learning, or teach a new concept, followed by a task(s) to complete.
- Phonics / Reading Comprehension - reading a short text then answering some questions to show understanding.
- Writing - this may involve watching a short film clip to generate ideas, followed by creating a storyboard before completing a writing task towards the end of the week.

CORE LEARNING	Maths 30 mins	Core Learning Tasks – these tasks will be set each day using Google Classroom. Children are expected to log-on each day and complete any of the learning. Teachers will be available at certain points of the day to support with any
	English 30 mins	
DAILY PRACTICE	Spellings 20 mins	Spelling Activity – usually Spelling Frame
	Reading 20 mins	Reading – this will involve accessing the Rising Stars interactive books or reading their own book.
	Arithmetic 15 mins	Arithmetic – this regular practice will use Early Bird Maths, TT Rock Stars or Numbots.
	Themed Learning	We aim to introduce a theme, with suggested activities to support learning within the theme.

**Spellings/Grammar:** These activities will be carefully linked to the spellings and spelling rules that need to be learnt within each phase/year group. Children may be given tasks linked to a specific rule, usually using Spelling Frame to support the activity.

**Reading:** Daily reading opportunities are essential to help foster a love of reading as well as helping to develop children's decoding strategies, fluency and understanding. Rising Stars online reading ensures that the level and complexity of a text is right for children of all ages and ability. There is also a quiz at the end so that children can demonstrate their understanding of what they have read. **(Make sure you click 'FINISH' at the end!)**

**Themed Learning**  
We will set a theme, for example - Family - that will last for two weeks. The theme will be for all children across school; this will allow for siblings to support each other but to also create opportunities for plenty of discussion, as well as completing activities linked to favourite areas of learning. Some ideas might be:

- Create a family tree (History).
- Draw a family portrait (Art).
- Find out where family members were born and/or lived and plot on a map (Geography).

...and you may have your own ideas about how to explore the theme. The list is endless...

**Arithmetic:** As with reading, daily practice of core maths skills, and knowing multiplication, division, addition and subtraction facts instantly, is the key to being a confident mathematician. Teachers will direct children towards which activities to do using a range of online resources.



## Suggested Home Learning Timetable for children in Nursery and Reception

As a school, we recognise the challenges facing each family will be varied. Balancing the pressures of working from home or as a key worker; confidence in using the IT resources available; the independence and needs of the children are all important factors to consider and manage by us all. With this in mind, we are trying to make our learning suggestions as flexible as possible as home learning for every family will differ.

Outlined below is a proposed timetable. We have decided to suggest how long children should spend on these activities as a guide, rather than prescribing an exact start time. The rationale behind the suggested structure is to provide children with core learning through specific tasks as well as on-going daily practice of key skills. There is also a theme that will run through learning across school - this is so that children have opportunities to work together as a family as well as following their own interests. ***If time available on any given day is limited, we would advise that the Core Learning tasks should be given priority.***

### Core Learning

Each morning, activities will be set **that children are expected to complete each day**. These will be posted as **Memos** using the Tapestry Online Journal, which you will already be familiar with. 'Memos' is a new feature that allows parents to view Word documents, PowerPoint slides and click on web links to support learning. This feature is not currently visible in the app version, but can be accessed through an internet browser—type 'Tapestry Journal' into Google on a laptop, tablet or smart phone. **It is expected that children will return a photograph of the learning - as an observation.**

Learning will include:

- Maths - linked to a key story with the mathematical concepts explored.
- Phonics – revisiting sounds already covered and introducing new sounds.
- For Reception Class, core learning also includes Literacy - reading and writing, which where possible, is linked to the key story.

<b>CORE LEARNING</b>	Maths	Core Learning Tasks – these tasks will be set each day on Tapestry. Please support your children to log-on each day and complete any of the learning. Class teachers will approve observations and acknowledge the core learning.
	Phonics	
	English	
<b>DAILY PRACTICE</b>	Handwriting 5 mins	Fine motor and gross motor skills for Nursery. Letter formation for Reception.
	Reading 10 mins	Reading – this will involve accessing the Rising Stars interactive books or listening to a favourite story with an adult.
	Arithmetic 10 mins	Arithmetic – this regular practice will use Numbots (log in details to follow).
	Themed Learning Project	We aim to introduce a theme, with suggested activities to support learning within the theme.

**Handwriting:** In Nursery, children will be set different activities to develop their gross and fine motor skills. In Reception, children will have a letter of the day to practise. Please use the Penpals letter formation mat to support this, or the Kaligo handwriting app.

**Reading:** Daily reading opportunities are essential to help foster a love of reading as well as helping to develop children's decoding strategies, fluency and understanding. Rising Stars online reading ensures that the level and complexity of a text is right for children of all ages and ability. There is also a quiz at the end so that children can demonstrate their understanding of what they have read. **(Make sure you click 'FINISH' at the end!)**  
For children in Nursery, there will also be a nursery rhyme of the week to learn and practise.

### Themed Learning Project

We will set a theme, for example - Family - that will last for two weeks. The theme will be for all children across school; this will allow for siblings to support each other but to also create opportunities for plenty of discussion, as well as completing activities linked to favourite areas of learning. Some ideas might be:

- Create a family tree (History).
- Draw a family portrait (Art).
- Find out where family members were born and/or lived and plot on a map (Geography).

...and you may have your own ideas about how to explore the theme. The list is endless...

**Arithmetic:** As with reading, daily practice of core maths skills, and knowing addition and subtraction facts instantly, is the key to being a confident mathematician. The Numbots game will be used to support this.