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Dear Parent/Carer,

I hope this letter finds you and your families well.

You will be aware that a survey was sent to parents and students to ask about the provision we have put in place for our students during these unprecedented times. I would like to thank those of you who responded to the survey.

Overwhelmingly, the responses to the survey were positive. Over 77% of returns show parents think an appropriate amount of work is being set. Over 85% of parents who responded thought the work was appropriate in terms of challenge. Thank you for all the support you have given your child, we know how difficult it has been for many.

We at Mary Webb however, do not want to rest on our laurels. We are trying to improve where consistent requests have been made. One such suggestion has been the use of Microsoft Teams or Zoom to deliver lessons. There are several issues with this:

- For this to be successful and help with learning we would need the technology for all those involved to be reliable. Being based in a rural area we are aware that there are issues with the feed during such meetings. This would disrupt the meetings and therefore learning of all students involved.
- We must also be mindful of the access to technology our students have. As you will be aware there will be families where students are having to share resources. This makes the accessibility of such online lessons difficult and could impact on the learning of those who cannot access them through no fault of their own.
- Prepared materials (worksheets, video clips, PowerPoints, textbook tasks) have the advantage that they can be set at any time and completed at any time. Everyone can work around shared technology. They also need less data to download and access than streaming will.
- The Education Endowment Foundation report on remote learning (2020) states “The quality of remote teaching is more important than how lessons are delivered. For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning”

However, some teachers will be trying out different ways of delivering lessons if they can. Teachers will continue to support those who cannot access their work.

I would like to take this opportunity to remind you that student work ***should be submitted to teachers via class charts unless directed otherwise by the teacher.***

If your child is struggling to access their work online, please let us know so we can put alternative provision in place.

As part of the Mary Webb community you will know we value reading, some parents have asked for support with encouraging their child to read at home. The images at the end of this paragraph can support you to encourage your child to read and contain activities you can enjoy with your child and

promote discussion based on what they have read, although for KS2, the principles remain the same for your child. You may be aware that Amazon 'Audible' are offering free audio book downloads for children, but encouraging your child to read anything will be of great value including newspapers, magazines, recipe books and letters from family.

## Helping Home Learning

### Read with TRUST

Reading opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas to talk about anything your child enjoys reading.

**T** Take turns to talk about what you are going to read

**R** Recap the predictions as you are reading

**U** Use lots of encouragement

**S** Share what you know about the text

**T** Tune-in and be interested

The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report [Preparing for Literacy](#) [p.9]

### 7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

- 1** Concentrate on reading quality (it isn't all about reading lots!)

Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?
- 2** Ask your child lots of questions

All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Why' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3** Ask your child to make predictions about what they have read

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'
- 4** Ask your child to summarise what they have read

When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.
- 5** Ask your child to write about what they have read

Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.
- 6** Read and discuss reading with friends or family

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'
- 7** Maintain the motivation to read

Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

**Follow the TRUST steps**

Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/prepare-for-literacy](#)  
 Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/secondary-literacy](#)  
 Brashers, H.L., Verdy, E.J., Cunningham, A.J., Klock, R.K.W., & Carroll, J.M. (2019). *Literacy Development Evidence Review*. Education Endowment Foundation, London. Available online: [educationendowmentfoundation.org.uk/secondary-literacy-development-evidence-review](#)

These documents are also on the Mary Webb School website under Latest News alongside some resources to support conversations with your child if they are struggling to find a new routine.

On the website under latest news there is also a link to Seneca which will enable you to link to your child's account. There are instructions on how to do this. This will show you how much time they are spending on Seneca and also show you their scores.

### Safeguarding and online learning

Throughout the period of school closure, students have been making excellent use of the internet and mobile devices to access and complete work to a very high standard. This is indicative of the positive approach and attitude our students have towards their learning. However, we need to draw to your attention that if the school is made aware of any inappropriate communications made by students, either via email or on any social media platform, we are duty bound to report these incidents to the appropriate authorities for them to investigate. We are sure that the majority of our students act appropriately at all times and this needs to continue.

I would like to take this opportunity to again thank you for your support and to ask you to contact school if you have any questions or queries.

Yours sincerely

Miss E Weston

Miss E Weston  
Assistant Headteacher