



Millfield L.E.A.D. Academy

A L.E.A.D. Academy

Headteacher: Mr Pete Wood
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Office@millfieldacademy.co.uk

Monday 11th January 2021

Dear Parent / Carer,

This is an updated version of the letter sent on Wednesday evening. All updates / changes are shown in blue to make it easy for you to see where guidance has changed.

The latest data (up to the 4th January – before schools opened) shows that Blaby district was the 9th highest in the East Midlands with infection rates increasing by over 60%. Braunstone Town rates increased by 35% in the preceding 7 days. If you have chosen to keep your child at home, thank you for trying to limit the spread of the virus and reduce the number of interactions you are having. This will hopefully ensure that we can get back to normal as soon as possible.

The government's remote education guidance is very clear on what schools have to provide. The main points of this are detailed below along with how we as a school are meeting this requirement.

- Set assignments so that pupils have meaningful and ambitious work each day in **an appropriate range of subjects**.
- set work that is of equivalent length to the core teaching pupils would receive in school. **This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, will be as a minimum:**
 - **Key Stage 1:** 3 hours a day, on average, across the school cohort, **with less for younger children.**
 - **Key Stage 2:** 4 hours a day. **We are setting work that replicates the normal school day, as much as possible, in a range of subjects**
 - **Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided. The teacher slides and explanations will include clear links to the Oak National Academy or BBC and other subject platforms in specific subjects.**
 - **Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. We will be setting a range of tasks that can be done away from any digital device, this could include speaking & listening activities, practical tasks, reading or linking to the CBBC programmes. We will also send home a cross curricular task sheets which could be used instead of a digital challenge / learning task**
 - **School should avoid an over-reliance on long-term projects or internet research activities. We will not be setting any projects that will last over many weeks or require substantial internet research.**
 - have systems for checking, **daily**, whether pupils are engaging with their work, and **work with families to rapidly identify effective solutions** where engagement is a concern **This is the registration task and logs from the platforms we are using. If engagement is concerning we will contact you to find out why.**



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- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources. **We are doing this through the use of the teacher slides and explanations and links to the Oak National Academy or BBC (both referred to as excellent resources for schools to use by the secretary of state in his address to the house of commons earlier today) and other subject platforms in specific subjects.**

The following bulletpoints are no longer in the guidance but we will continue to do build them into our remote learning offer as they will enable the teachers to assess how well your child is progressing through their learning at home.

- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate. **This will be done through the online platforms and blogs alongside the weekly reflection sheet you will be receiving.**
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. **This will be done through the opportunity to add comments, send emails and the blogs alongside the weekly reflection sheets. Teachers will adapt slides and materials to aid understanding and may also direct to online explanation videos at the Oak National Academy or similar platforms.**

As a school we will, wherever possible:

- Follow the usual planning for all subjects
- Follow the usual timetable of learning each day when setting work
- **Include tasks which can be completed independently**
- Set a registration task each morning
- Provide either modelled examples to explain concepts and ensure the children understand their learning tasks or direct to the Oak National Academy or similar platforms
- Provide self checking / answer sheets for children / parents
- Review weekly reflection sheets and adjust future learning
- Comment on learning and give feedback to children on their uploaded learning, including encouragement, acknowledgement and next steps / extra practice.
- Provide additional support for children/parents through phone calls or email, explanations via Dojo or Purple Mash, or directing to the appropriate video resources.
- Speak with all children on a fortnightly basis via phone calls – report any non contactable child to SLT / DSL to follow up
- Monitor the daily engagement of children and call the families of those not engaging to offer support



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- Monitor use of Times Table Rockstar, Purple Mash and other learning platforms accordingly
- Ensure EYFS and Key Stage 1 children get a range of practical, non digital tasks, set each week.

We expect the children to:

- Respond each day to the registration task
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video (you will be asked if you need to upload anything specific)
- Use self checking / answer sheets to identify errors / misconceptions and use these as a basis for communicating with their class teacher
- Complete weekly reflection sheets and upload to teacher via the dedicated year group email address / Dojo (for those classes using Dojo)

We expect, wherever possible, parents to:

- Set a clear routine with the child using the timetable and the daily tasks set for them
- Look at Dojo or Purple Mash daily – to ensure they are fully up to date with all school news and learning tasks
- Support their children to complete all of the learning set, prioritising English and Maths activities
- Liaise with school staff and seek support on behalf of their child when needed
- Upload the weekly reflection sheet as a record of their child's learning

The following sections all remain unchanged.

After trialing several platforms, we have now streamlined our approach and the following learning platforms will be used:

EYFS: Dojo

Year 1: Dojo

Year 2: Purple Mash (please continue to use Dojo to message the teachers)

Year 3: Purple Mash (please continue to use Dojo to message the teachers)

Year 4: Dojo

Year 5: Purple Mash

Year 6: Purple Mash



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Each year group also has a dedicated email address if you would prefer to use that rather than the platforms stated above. The email addresses all follow the simple logic of the year group followed by @millfieldacademy.co.uk For example: EYFS@millfieldacademy.co.uk, Year2@millfieldacademy.co.uk etc.

As you will see from the government guidance there is no acknowledgement or understanding that parents may be working from home or have limited amount of time to support the children in their learning. As a school we understand that you are not teachers and will do your best, our hard working and dedicated teaching staff will do their best to support you during this time. There also needs to be an understanding that everyone's home situation is different and one size does not fit all and some parents will have greater capacity to support children's learning than others and as a school we cannot meet the wide ranging expectations of every parent while maintaining staff wellbeing and workloads. As a school, we have designed an approach which allows for children to learn, have some free time, socialising as a family and ensure both children and parents mental health is supported. This approach has been approved by the academy trust. We also have to be mindful of the workload of our staff and many of these will be working from home, some with children requiring remote learning as well. I think we can all agree that it is going to be a demanding and challenging time. Please understand that if you have sent a message it may take a while to get a response as the teacher may be dealing with requests from other parents / children. The teachers doing the remote learning will be supporting at least 45 children during the day.

Please also respect the teaching staff's private life and consider the times of day you are emailing or sending messages. There should be no late evening or early morning messages sent to the staff. Please pass this information onto the children as some staff received several messages last night around 11.00pm!

The Oak National Academy is a fantastic resource and may also be able to help you. If you are struggling to keep up with the learning we are directed to set then please prioritise the English and Maths activities. As you will see from the guidance there is no requirement or expectation for schools to deliver live or pre-recorded lessons, especially as the Oak National Academy has been funded millions of pounds to produce these videos for schools. The time it takes to create a high quality and suitable pre-recorded lesson is roughly 3 - 4 x the length of the finished video. Doing this would reduce the amount of time staff have to respond to questions and queries or will take them away from teaching your child in school. Being responsive to queries is a far better use of teachers time as this will support the children's learning in a bespoke way.

The following explains some of the more specific points of our remote learning approach

Weekly Reflection Log:



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This will be sent to you each week and is simple reflection of the learning that your child has done during the week. Teachers will use this to either adapt the following week's lessons or identify areas where your child may need additional support when they are back in school. Please complete this and submit it on Friday, ideally by 3.00pm. The use of these sheets means you will not have to send copies or photos of your child's work. (This should save you time and reduce your stress levels on sharing work with the teachers.)

Books for recording work in:

Earlier this academic year your child should have brought home a blank book (Years 1 – 6) to record any lockdown work in. There is no requirement for your child to copy out questions or anything from the slides that the teachers will send. Your child just needs to record their answers as neatly as possible. Due to the nature of the slides and explanations we will send there is no requirement or expectation for you to print anything out. If you require a new book during the lockdown period please collect one from the school office between the hours of 10 -12 (when the school site is less busy). Remember to social distance if there is a queue.

Friday afternoon:

The teachers overseeing the remote learning will not respond to messages sent on a Friday afternoon as they will be having their planning and preparation time to prepare lessons for the following week. For the Friday afternoon you will receive a simple PE plan (which can be done over 2 consecutive Fridays) and use the time with your child to reflect on their learning and to send the reflection sheet back to the teachers.

Children with Special Educational Needs:

Your child may be directed to different activities to the rest of the class if the teacher feels this is appropriate for their level or learning. There may be a range of activities that are repeated as research shows that repetition moves learning into the long term memory. You can contact Mrs Joyce, the school SENCo on SEN@millfieldacademy.co.uk if you require any additional support or learning ideas.

Thank you to all those who have sent messages of support and understanding of the challenges the school has faced over the last few days, it really does mean a lot to all the staff and we look forward to your ongoing support as we get through the school closure period together.

Yours sincerely

Pete Wood

Headteacher



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