



# Bernards Heath Infant and Nursery School

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Head: Mrs H. Rimmer

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**January 2021**

Dear Parents and Carers,

Firstly, thank you for your positivity throughout your consultations this week. More than ever, staff needed to hear your words of support and encouragement - which you so kindly shared. Your response to the remote learning is overwhelmingly positive, despite the many challenges we are all facing.

## Here are some of your main celebrations -

- Seesaw is easy to use
- Children are responding very well to the interaction with their teachers
- Audio comments work really well - children are enjoying hearing teachers' voices
- Seesaw provides great flexibility for working families so 'we don't need to complete tasks at set times and can instead pick up the learning when it works for us'
- Video clips of teachers are a great addition to the learning - the children love to see their faces
- Knowing we can prioritise the tasks that work best for our child is reassuring - some days we can't manage it all and the supportive message from school helps to alleviate the pressure we put on ourselves
- Nursery are really enjoying the phonics focus, the daily videos from staff and the weekly themes to engage and motivate the children
- Families report they are very well informed of the tasks to complete each day and children are really benefiting from the interactive nature of Seesaw
- The children have really enjoyed seeing Mr Mabbit on screen and exercising alongside him in his virtual P.E. lessons (do keep visiting the YouTube link as he is posting daily challenges for the children)
- The remote support for SEND families is making the learning accessible for your children

## Areas we have developed as the last 5-10 days have progressed -

- Particularly in KS1 - Incorporating a variety of styles in the lessons across the week so that all the learning doesn't appear in the same format, for example, Y1/Y2 learning has included White Rose Hub maths videos, videos of our teachers modelling the learning, Oak National Academy teaching, a blurb to explain a learning task, sheets/templates to complete, workbooks to complete, handwriting sessions and differentiated phonics lessons. As teachers, we are very aware that planning for only one style e.g. if all our lessons came from Oak National Academy, would not work. Our staff are working hard to ensure variety wherever they can - this is of course much harder, given the remote nature of teaching and learning, but I am immensely proud of what they are managing to achieve.
- Access to 5-a-day to support physical exercise and also provide a positive link to school life
- Recorded P.E. lessons with our own Sports Coach - Mr Mabbit - so that learning is personalised to what Mr Mabbit knows our children need and again, a positive reminder of school life



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- Increased remote support for SEND (or those with other specific needs) children who cannot attend school but need a more significantly differentiated approach
- Daily assemblies featuring a range of familiar faces from across the school

#### **A few more additions to our Remote Learning Plan - starting next week**

- Class Teams Meets - opportunities for children at home to virtually meet with their classroom staff each week. So far this has been established for every class and their teacher, beginning next week. We will be expanding this to include further opportunities on Teams - beginning in KS1 (Y1 and Y2). These will not be compulsory as so many of you have celebrated the fact that Seesaw doesn't tie you to specific times. If you are not able to attend Teams Meetings but continue to complete all Seesaw learning, this is sufficient.
- KS1 Year Group Teams Meets - The admin to invite Y1 and Y2 to Teams meetings for 'Morning Sessions' 3 mornings a week, will be set up on Monday. These will start at 9am, they will last for approximately 20 minutes and will include an introduction of the learning that day as well as a focus on something else which will vary and could include - discussion/some modelled learning/a story/handwriting/PSHE/ mindfulness /something crafty – led by our support staff. Again, these are not compulsory, you can choose to come to as many or as few as you'd like. Please note - if your child has other commitments with support staff on Teams, we would recommend prioritising those meetings and joining the larger groups when you can.

Following these tweaks, we have no plans to make any further significant changes next week.

#### **Overwhelmed –**

- So many of you have talked to our staff about feeling overwhelmed as you manage the challenges of juggling your responsibilities at home, aiming to complete all set tasks on Seesaw and simultaneously reminding yourselves of the Government guideline of '3 hours a day' for Primary aged children (they have just tweaked this to 4 hours for Y3 and up). Remember, Primary aged children are 4-11. This means the guideline of 3 hours a day for a 4 year old in their first year at school is very similar to what has been set for an 11 year old ready to move to senior school. Infant aged children spend all of their time learning with a teacher in the room – just a 'hands up' away. They don't understand things the first time we teach them - they learn through repetition and over-learning. They spend a significant amount of their school day 'on the move', outdoors, learning through play, alongside their peers and through hands-on, practical experiences. They learn through talk; spending very little time learning through a screen. This puts Remote Learning in direct conflict with Infant aged children; their development, independence and motivation. It also presents immense difficulties for all of you at home – particularly those working full time. We will continue to encourage you to do the best you can – knowing the best you can may look different every day. We are incredibly proud of your engagement on Seesaw and the learning the children are producing.

#### **Learning in school –**

- The children in school are following the learning content exactly as it is on Seesaw. They move through the same set of tasks as those at home. The classrooms are led at times by teachers and at others by members of our support staff – we work on a rota to manage Remote Learning and those in school.

#### **Lateral Flow Testing –**

- This week the Government have added Primary school and school-based Nursery staff to the list of those able to receive twice weekly lateral flow device (LFD) testing. We are just learning more about this. It is intended to pick-up asymptomatic cases of coronavirus within our staff team. Should a member of staff test positive using an LFD, their bubble would close, they must then book a polymerase chain reaction (PCR) test to confirm the result. This does mean that bubbles in school may close due to a positive LFD test result, and

then reopen should the PCR result return negative. The LFD tests are not considered as accurate/reliable as the PCR tests. We will update you as necessary.

Finally, a personal thank you for all of your well wishes. Dawn has shared a folder full of emails from you, wishing me a speedy recovery – thank you.

With very best wishes,  
Miss Woolfson  
Acting Head teacher