

# The Pinner Park Post



Learning • Character • Community

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## Happy New Year!

Happy New Year! I hope that you all had a restful and enjoyable holiday. On behalf of all the staff, I want to thank you for your kind wishes, cards and gifts at the end of last term. We are so grateful for the support we receive from our families.



We'd like to take this opportunity to welcome any new families who have joined our school and Nursery. This is an odd time to be starting at a new school – we do hope that you quickly feel part of the Pinner Park family.

January is often a time when we set new targets, make a fresh start, and aim high. That's what we'll be doing as a school – building on the foundation we have but always seeking to be our very best. Even in these challenging times, we want to be moving onward and upward!

Thank you to all our staff, children and families for the extraordinary effort over the last few days. Even though we have planned for many eventualities over the last year, it remains a monumental task to switch over to remote learning at such short notice – for all of us. Thank you for the support we are offering each other.

Despite the obvious difficulties brought upon us by the Covid-19 pandemic, we are very much looking forward to a term jam-packed with fun, friendship and learning.

We hope you have a lovely weekend!

Best wishes,

*Nick Waldron*

Headteacher

## School Admissions – Deadline Next Week!

If your child is due to start in Reception in 2021, you can apply now, online at: [www.eadmissions.org.uk](http://www.eadmissions.org.uk). Your child will be starting in Reception if he or she was born between 1st September 2016 and 31st August 2017.

The closing date is 15th January.



# Remote Learning

Thank you for your help in getting our remote learning underway. Please [read our guide](#) for further information.



There are four main aspects of our remote learning:

1. Live sessions
2. Set work (mainly through DB Primary)
3. Continuous activities
4. Additional resources

## Live Sessions

All classes have scheduled live sessions each day. These are held through Microsoft Teams. At the moment, each class has a single link which will be used for every session. Over time, we anticipate giving each child their own Microsoft account so that we can use some additional tools.

The live sessions are working for most people, on most devices. As with all technologies, there are sometimes some issues on some days – this can be due to the stability of the internet connection or the compatibility of some devices (for example, it has been reported that viewing shared-screen PowerPoints can be difficult for a small minority of families).

Attached to this newsletter is a document which has some advice and agreements around the use of live sessions. Please read this carefully.

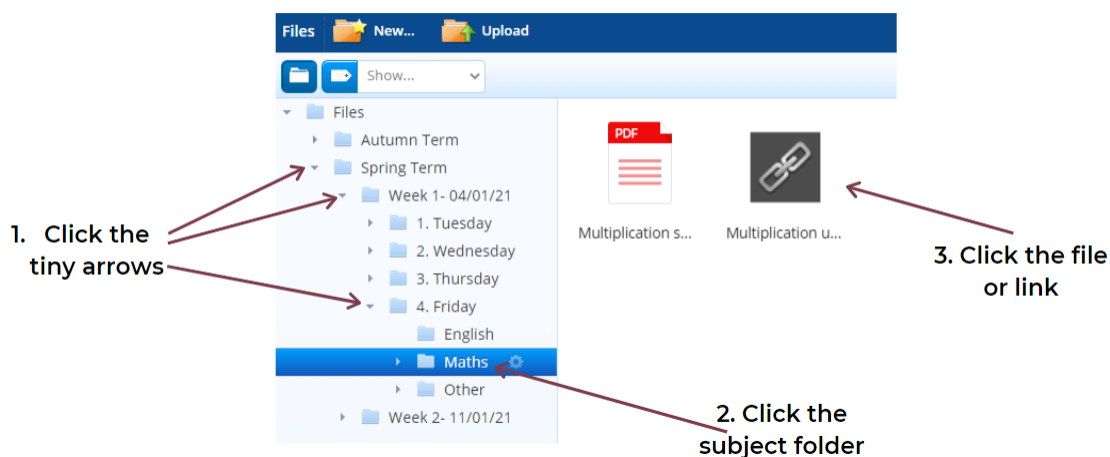
If you need a reminder about how to access the sessions please [read our guide](#).

## Set work (mainly through DB Primary)

Most people have discovered DB Primary! If you are struggling to access the uploaded materials, please [read our guide](#). Please only do these activities on the day they are set – don't rush ahead. If you need additional activities, please refer to the links we will provide each week.

There are two difficulties which families have encountered. Firstly, to log in to DB Primary you must be accessing the [Pinner Park page](#) (there will be a signpost with the school name on). We have also added a link on our school website home page. If your child has a password made up of animal pictures, simply type in their user name and leave the password blank – you will then be able add the pictures on the following page.

The second issue for some families has been navigating the folder structure to find the work. Once logged into your child's remote learning community, you can use the folders on the left hand side to access the work. You will need to use the tiny arrows/triangles to expand the folder structure:



## **Continuous Work**

There will be daily activities which your child should complete throughout the week.

These include reading for every year group (reading aloud, reading independently, sharing books together and listening to stories). We recommend that children are undertaking these reading activities every day.

Your child will also have an account for [Numbots](#) (younger children) or [Times Tables Rockstars](#) (older children). Using these maths activities every day will really help your child's mathematical fluency.

Depending on your child's year group, there may be other tasks which your child's teacher may ask them to do every day or every week.

## **Additional Activities**

Some children may complete the daily activities more quickly than others. If this is the case, please do not move on to the activities planned for later in the week. We will provide a range of links to additional learning resources which can be used freely.

## **Printing, paper, exercise books and workbooks**

We know that some households do not have a print facility. We also know that printing can be time consuming and costly. We have ordered some exercise books and workbooks which we will begin to distribute next week to support our families. More information will follow.

If you are unable to print worksheets, please don't worry. Children can refer to the worksheets online and record their answers on a piece of paper, or in a word processor – whichever is easiest for you and your family.

## **Handing in work**

We want to see the work your child is completing at home. Your child's teacher may identify particular pieces of work they want to see and suggest a way of handing it in (by email, by DB Primary etc). We want to make life as easy as possible for you so please use a method that works for you if you are unable to use the suggested method. A photo of the work, an email, a message to say that it has been completed – all these would work just fine.

## **Future changes and support**

We are learning lots as we go through our first few days of remote learning. We will adapt as we go along. We have already agreed some changes which will take place for week three which will include:

1. A weekly schedule sent to all parents with clear links and information for the following week
2. A better balance between live sessions and pre-recorded sessions – lots of parents have told us that they are finding the live sessions really helpful but the fixed timings are very difficult for families who are sharing devices. We'll continue to have daily live sessions but we will balance these with some high quality pre-recorded lessons (using the Oak National Academy and White Rose Maths, for example)
3. Printed resources and exercise books to support families
4. Laptop loans for disadvantaged families and for some families with no access to devices

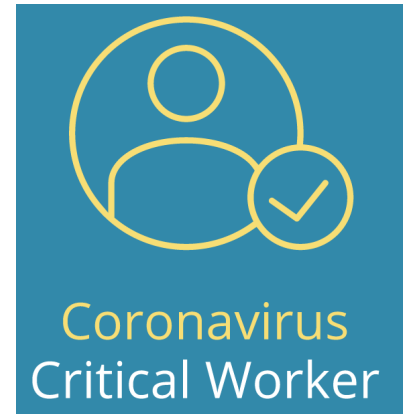
Please note that on Wednesday afternoon next week (13 January) there will be no live sessions. Teachers will set lessons to be completed on that afternoon.

## Children of critical workers and vulnerable children

Parents and carers whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with parent(s) who are critical workers can go to school if required.

If you believe that your child needs a place in school, please speak to us. We may ask for evidence that you are a critical worker, such as your work ID badge, pay slip or letter from your employer.

Parents and carers who are critical workers should keep their children at home if they can.



## Book a free, rapid Covid test (Over 16s)



There is currently a very high Coronavirus (COVID) infection rate in the Harrow area with some residents having COVID without knowing it, because they do not show or feel any symptoms.

To help locate the infected residents and break the chain of infection, Harrow has introduced Rapid COVID testing for people who are not showing any symptoms of COVID.

Also known as a Lateral Flow Test (LFT), Rapid COVID testing gives a positive or negative COVID result in approximately 30-40 minutes.



### You can book a free Rapid COVID test if:

- you do not have any symptoms of COVID and
- you are over 16 years old.

You can [book a free Rapid COVID](#) test using Harrow's online form.



### You should not book a free Rapid COVID test if:

- you have symptoms of COVID (a high temperature, a new continuous cough, a loss or changed to your sense of smell or taste.)

If you have any symptoms of COVID you can [book a free PCR](#) test at one of the local testing sites.

For further information visit: <https://www.harrow.gov.uk/test>

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## Reading for Enjoyment

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Reading for pleasure is known to be a great support to children as they adjust to new circumstances, and we hope that during these difficult times, every child in our school will be encouraged to keep reading, partly to develop their skills and interests, but also for well-being and happiness.



Knowing that the majority of children will be dependent on online resources for their learning has prompted a huge and generous response from publishers, authors, illustrators, poets and storytellers, who have relaxed copyright restrictions and made many more of their books and accompanying resources available online.

We would like to suggest the following key websites which provide regularly updated lists of resources either by subject or age-group, or as a daily selection of book-related events to help parents plan stories into their timetable.

### Harrow Libraries

Did you know that public libraries don't just offer books for loan, but also provide online services, audio books and ebooks free of charge? During lockdown three public libraries will be open, for click and collect services and IT facilities only. Further details of services and opening times being offered at Pinner, Stanmore and Wealdstone libraries can be found at: <https://www.harrow.gov.uk/coronavirus-covid-19/coronavirus-affecting-libraries>

In addition to books, free online resources are available to all library members which include audio and ebooks, newspapers and reference materials. There is also a toolkit for parents offering a range of resources to help with homework and reading, links to information on health and well-being, cultural activities such as virtual museum tours and free online theatre productions. If you and your children are not yet members, join now by completing the online form on the Harrow Council website:

<https://www.harrow.gov.uk/libraries/join-library>

### Words for Life

Words for life is a very useful site for parents with tips on how to help your children with reading and learning. Created by the [National Literacy Trust](#) parents, children and young people can find activities and suggestions for improving their language, literacy and communication skills from home

<https://wordsforlife.org.uk/parent-support/>

### Book Trust's Hometime Hub

Reading resources for families by age group and provides a summary what's on guide for every day of the week. Look here for free online books, videos, games, book-themed quizzes, activities, story times and draw-alongs: <https://www.booktrust.org.uk/books-and-reading/have-some-fun/fun-at-home-with-authors-and-illustrators/>

**STAY HOME ▶ PROTECT THE NHS ▶ SAVE LIVES**



# Remote and Online Learning Code of Conduct

## Introduction

We want to get the most out of our live sessions, and also keep everyone safe. Please follow these guidelines and read them through with your child

This code of conduct outlines what we expect of pupils during online sessions. Much of this matches our expectations of pupils in lessons when they are in school and it will help pupils get the most out of their online learning.

## Code of Conduct for Children

- I understand that while online I must continue to behave well, just as I would in school, being **ready, respectful, safe and kind**
- I will make sure that my communication online is always supportive of my learning and the learning and wellbeing of others and I will communicate in a polite way at all times.
- I will only use Microsoft Teams or DB Primary for online learning and will only upload or forward, browse or download materials that are related to my learning and will only do this when asked by my teachers
- During live online sessions, my parent or carer will be near me (in the room or a nearby room with the door open)
- I will not use my school account to create groups, initiate calls or initiate meetings and will end sessions when the teacher tells me to do so
- I understand that in live sessions I must remain muted unless my teacher asks me to unmute
- I understand that in live sessions I will only use the 'chat' if I am asked to by my teacher
- When taking part in an online session I will make sure that my environment is quiet and free from distractions, the background (and foreground) is appropriate (check what is visible behind/ in front of you)
- I will ensure that I am suitably dressed
- I will remain attentive
- I will regularly check DB Primary or Microsoft Teams to help ensure that I keep on track with my learning
- I will not take photos of my screen or record online interactions
- I will leave the live session when asked to by my teacher
- I understand that online sessions will be recorded by my teacher
- I understand that if I do not follow this Code of Conduct, my teacher will remove me from the session and speak with my parents
- I will remember that when I type or say something on social media, it's always there and I can't take it back. So I will be careful of what I say and write.

## Additional Guidance for Parents

- Please help your child to be online on time. If you have any challenges, please contact us by email or telephone so that we can help you
- If you have a technical issue, please don't address this with the teacher in the lesson or use the chat function – however frustrating this is, the teaching staff need to focus on the class and the learning
- Please allow your child to answer questions and respond to the online learning independently. Please support them with the technology, if needed, but please don't prompt any answers or tell them what to say – our teachers and teaching assistants adapt their teaching according to the children's responses