

THE HAMLET HERALD



'Outstanding learning, within a glittering curriculum, where everyone matters'

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HEAD OF SCHOOL'S NOTE

It has been an absolute joy welcoming back our Y6 cohort this week to their final half-term at DHJS. It was not a surprise that many of them were feeling uncertain and anxious about what to expect, but in true Hamleteer style, their resilience shone through and they have adapted to the 'new normal' admirably. New routines, systems, and expectations have been established, and they have settled down within their 'bubbles', cracking-on with learning. So lovely to see...

Thank you for your continued messages of support and thanks, they are much appreciated, giving us all a boost. We are juggling more components of school life (real and virtual) than ever. To help you understand how we are managing learning at this present time, please see our overview on the next page. We will continue in this format until we learn of any new guidance from the government. As always, we know as much as you do, and, learn of new news when you do too!

I would like to thank our incredible DHJS team for their commitment and dedication in making our re-opening plans happen. I need to give a special 'shout-out' to our Premises team who are our 'front-line', maintaining a strict and robust cleaning regime, ensuring the safety of us all.

SUMMER READING CHALLENGE 2020

The Summer Reading Challenge, presented by The Reading Agency and funded by Arts Council England, encourages children aged 4 to 11 to set themselves a reading challenge to help prevent the summer reading 'dip'. This year, with so many children already at home, the 2020 Challenge is officially launching today!

Each year the Challenge, delivered with the support of public libraries, motivates over 700,000 children to keep reading to build their skills and confidence. Never has such support been needed than during the current lock down when the 'summer slide' is likely to have an additional impact on confidence and mental health for both children and parents alike.

This year, **Silly Squad**, the Summer Reading Challenge 2020, will celebrate funny books, happiness and laughter. Children taking part in the Challenge will join the Silly Squad, an adventurous team of animals who love to have a laugh and get stuck in to all different kinds of funny books! We think our Hamleteers will enjoy getting involved.

The 2020 Challenge features bespoke artwork from award-winning children's author and illustrator [Laura Ellen Anderson](https://www.lauraellenanderson.com) (*Amelia Fang*; *Evil Emperor Penguin*; *I Don't Want Curly Hair*). The Silly Squad summer campaign will see us working with ambassadors to promote a new digital challenge platform to reach children across the nation. Sign-up at: <https://summerreadingchallenge.org.uk/>

SCIENCE AT WORK

Meet scientists from the past and the present
Learn more about people who do jobs that use science

The St Mary's University Primary Science Team has been working with the Primary Science Teaching Trust (PSTT) and Spectrum Drama on a project called Science at Work. This project has created opportunities to meet past and present scientists, and to learn more about people whose work involves using science. We think that this is something our budding Hamleteer Scientists might like to get involved with...

Science at Work consists of weekly activity sheets about scientists and people who work in a science-related job. Children are encouraged to send in questions to the scientist who will answer as many as they can in a video released the following week on the PSTT's Facebook page and their YouTube channel.

There are now 6 previous videos: Meet Florence Nightingale, Meet Two Doctors (viral immunologist and a hospital doctor), Meet Gene Cernan, Meet Space Scientists, Meet Isambard Kingdom Brunel and Meet Two Engineers.

All the Science at Work videos are available to download from the PSTT's website. Please visit:

<https://pstt.org.uk/resources/curriculum-materials/Science-at-Work>

Every Tuesday an activity sheet will be released. Send in your child's question and/or upload their drawing by 5pm on Thursday the same week. You can do this by completing the form on the Science at Work page on the PSTT website.



Google Classroom and Wider Opening



Following government instructions to open the school to Y6, we have been working hard to meet all safety requirements. In addition to this, after further lockdown easing, we now have a much busier Key Worker School. This will impact on how Google Classroom will operate.

Year 6 Home Learners:

The three Y6 teachers will now be working full-time in class.



Foundation Subjects will continue to be posted on Google Classroom and the Stream will be open for Social Interactions. We will begin to use the Classrooms for Homework activities, which you are encouraged to complete.



Please use the [Oak National Academy](#) for Maths and English. The Y6 team will publish the details of what they would like you to do on Monday. However, you are free to set an alternative curriculum for your children if you have identified particular gaps.



Teachers will be unable to give feedback on most subjects.

Years 3-5 Home Learners:

One teacher from each of the Y3/4/5 groups will be taking a Y6 class to allow us to reduce class sizes to 15 in accordance with DfE guidance. In addition, a second Y3/4/5 teacher from each year group will be running a Key Worker class each day. This will mean that one Y3/4/5 per year group will oversee Google Classroom, across their year group each day.



Google classroom will still be used to set all learning. Any queries you or your child have sent in via the Stream, may be answered by a teacher who is not your child's regular class teacher.



You will continue to receive feedback on many lessons in a variety of modes but we cannot commit to feeding back on every piece of work and it may not be your child's regular class teacher who responds.



In the coming weeks we hope that all children will have a 'live' contact session with their child's class teacher. There is no evidence to suggest that live lessons have any academic advantage over recorded lessons and we have no plans to begin teaching in this way. However we recognise the importance of community and want to enhance the children's motivation to work.