



Tuesday, 02 March 2021

**Spring Term 2020-21 Arrangements – Fully Open Monday March 8th**

**Key Information**

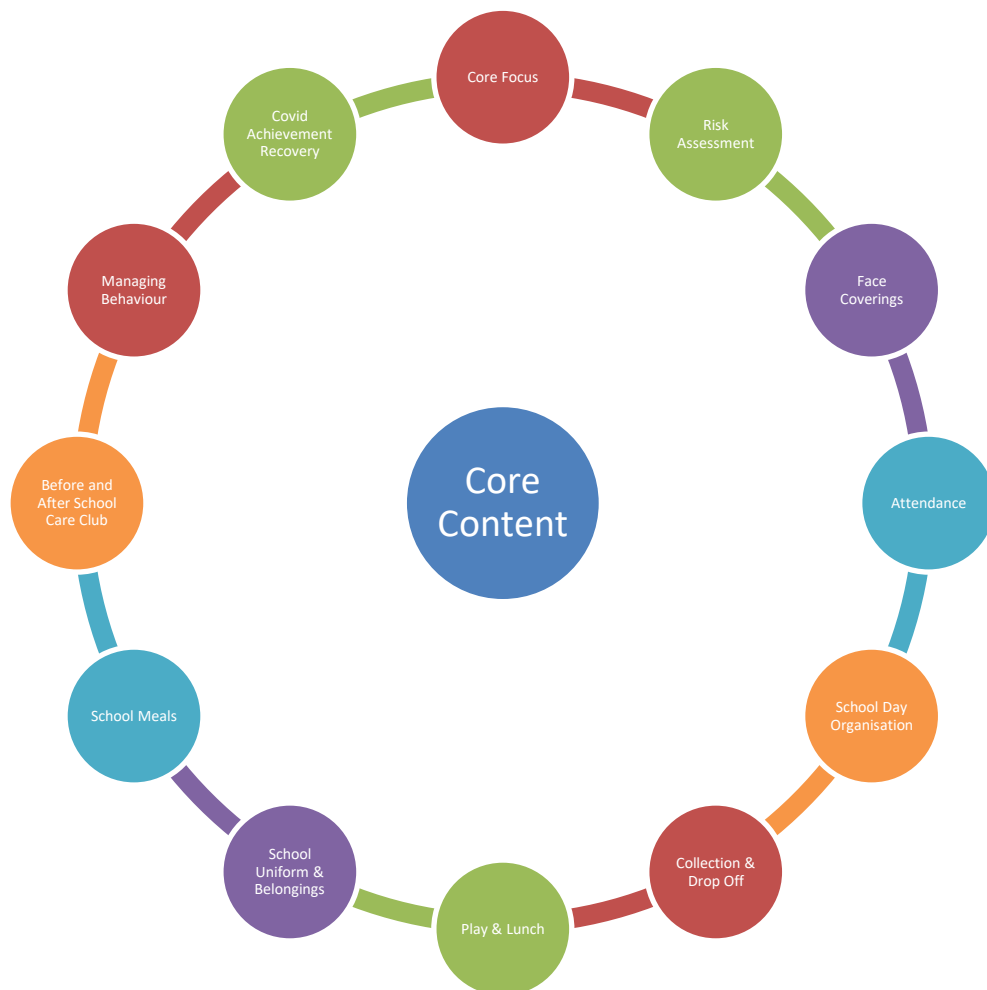
- School Timings

Year Groups	Gates Open	Last Entry	Break Time	Lunch	End of School
Year 3 & 5	08:45	09:00	11:00 – 11:15	12:15-12:45 Play 12:45-13:15 Eat	15:25
Year 4 & 6	08:25	08:40	10:40 – 10:55	12:15-12:45 Eat 12:45-13:15 Play	15:05

- Amber Risk Assessment Threshold (3), reduced from Purple (3)
- Classrooms will be cooler with more ventilation
- Children should NOT wear facemasks
- Parents and visitors must continue to wear facemasks
- Staff will wear facemasks in communal areas, not typically when teaching
- ALL children MUST attend school from Monday 8<sup>th</sup> March – legal requirement, unless authorised reason
- Do not arrive or queue before the stated gate opening times
- One Adult entry to the school for drop off and collection
- Road Safety: Do not enter Ladydell Road in a vehicle to drop off, park or wait; park and stride. Do not stop, park or wait on any zig-zag line (white or yellow) in a vehicle
- Wherever possible use designated crossing points when crossing the road
- 2 or 3 classes will mix in bubbles at play and lunch
- School meals eaten in hall; packed lunches in classroom
- Full school uniform is requested for all children. We will be flexible until September on requirements.
- Children need their own stationary. Must not bring in toys or other personal belongings
- Attend school with PE kit on PE days – all long hair to be tied back
- Bright Sparks Code: courtesy care and kindness; be the best we can be
- There will be limited extra-curricular clubs – information to follow
- Before and after school care club is fully open with spaces available
- Homework is a critical part of the curriculum and the need to improve achievement
- Curriculum times for English and maths will continue with the autumn increases
- Peripatetic music will open fully
- Day visits not currently permitted
- Residential visits all cancelled. Current Year 5 Bristol July 2022; Year 4 September 2022
- Parent teacher meetings likely to be telephone consultation week beginning 3<sup>rd</sup> May
- Test weeks will continue in week beginning 22<sup>nd</sup> March & June
- Year 6 transition – comprehensive package to support; further information to follow.
- Government catch up funding support extended school day; homework support & summer school.
- Additional IPADs available, on loan, to support home learning
- Please take time to read the letter in full, particularly if any of the above leaves you with a question. The letter below seeks to answer all likely questions. We hope the above will be useful as an aide memoire.**
- We look forward to seeing all children and families from Monday March 8<sup>th</sup>.**

Dear Parent,

And the moment so many families have been waiting for .... the end of home schooling 😊. Firstly, could I extend huge congratulations to all families who have gone the extra mile to support children's learning from home so diligently. You should be immensely proud of your response to this challenge. You can be assured that those efforts will minimise the potential learning losses that are inevitable from this period. My staff and I are really looking forward to welcoming all children and families back to the school site from Monday 8<sup>th</sup> March. I hope that the decisions and organisation set out in this letter will enable all families to be clear and confident in our arrangements going forwards. We have taken many difficult decisions and we know that there will be very different perspectives on individual aspects, however my role is to ensure that all individual decisions come together to form one coherent and effective school. I believe the decisions taken will allow us to concentrate on our core role and meet arising challenges in the autumn term without causing wider disruption to families. This letter details arrangements in the following areas:



## Core Focus

Although the school is fully reopening, we remain focused on three key objectives:

1. Minimising risk of transmission of Covid 19, therefore
2. Maximising sustained opening for all children and families, therefore
3. Securing the best possible foundation to support recovery of children's achievement and mental health and well-being
  - Closing the gap between Pre-Covid achievement estimates and spring term 2021 achievement outcomes.
  - Accelerating progress by reducing 'ACHIEVEMENT INERTIA' for individual children i.e. Those factors that may support or frustrate progress, attendance,



homework completion etc

Again, this is a whole community effort, please make every best effort to support the above remembering it is the small individual actions that lead to the success of the whole school community.

## Risk Assessment

**From Monday 8<sup>th</sup> March we intend to downgrade the risk threshold from Purple – Stage 5 to Amber - Stage 3.** This brings us back to the arrangements in place for the school community throughout the autumn term.

Stage	Description	Example Actions
1	There are no cases in school or in the local area i.e. end of Pandemic	School life returns to pre-pandemic normal – all activities are fully open and sustained
2	There have been no positive cases within school in the previous 14 days. There may be a small number of children <5 requiring a COVID-19 test due to symptoms displayed. The prevalence in the local area remains low.	Core school business is undertaken. The organisation of the school allows for greater freedoms for children and staff e.g. class bubbles may combine at play and lunch time in the outdoor environment. Assemblies may be undertaken with class bubble distancing.
3	There has been <u>one</u> positive case of a child or member of staff attending Chesswood Junior School within the past 14 days. The individual is required to isolate for at least 7 days and close contacts in school are required to isolate for 14 days and undertake test. The prevalence in the local area remains a concern.	A risk assessment review will be undertaken, control measures will be considered again whether they remain fit for purpose. Further advice will be sought from the local Public Health England <sup>1</sup> team. Considerations for playground management, school assemblies, specialist teaching and cleaning rotas will be reviewed, amongst other things.
4	There have been multiple positive cases that result in one or more class bubbles or year groups closing for a period of time on the advice of Public Health England.	Strict class bubbles will be reinstated, other control measures in relation to separating and distancing will be undertaken under the guidance of Public Health England <sup>1</sup> .
5	Public Health England or National Government direct the school to close due to cases at the school or within a local area 'lock-down'	The school may close entirely or return to limited opening for key workers and vulnerable children.

Our school risk assessment remains broadly similar to the end of the autumn term. This is a live document and is updated in response to experience and arising concerns. The risk assessment may now be found at:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Full+Opening+%2D+March+2021&pid=1302>

School leaders and governors at Chesswood are currently working with a range of guidance to ensure our system of controls prevents an outbreak in the first place and we are able to respond to suspected infections efficiently and effectively:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

The system of control focuses on two aspects, PREVENTION and RESPONSE to infection. In relation to prevention there are five key aspects:

1. Minimising contact with individuals who are unwell

<sup>1</sup> Subject to a new agency being formed to advise on school decision making.



2. Practising good hand hygiene
3. Practising good respiratory hygiene
4. Sustaining enhanced cleaning practices
5. Minimising contact between individuals and social distancing wherever possible

Parents can really help maximise school opening by reinforcing simple messages from home encouraging their child to:

- Wash hands thoroughly and more often than usual
- Promoting the 'catch it, kill it, bin it approach

## ***Classroom Ventilation***

Sensible decision will be made on keeping classrooms well ventilated during the day. We will seek to get the balance right for the maximum number of children in the class. We know that individuals, adults and children, have very different responses to temperature and therefore children who feel the cold a little earlier may wish to wear additional clothing e.g. a vest. We will do our best to meet the needs of all individuals whilst keeping a sensible air flow in the classroom to reduce potential transmission. Classrooms will be fully ventilated when children are out at play.

## ***Face Coverings***

### ***Children***

It is recommended, by government and health professionals, that children of primary school age DO NOT need to wear face coverings at any time when attending primary school. In support of this position, the leadership team continue to discourage the wearing of face coverings by children on the school site.

- Health and Safety Executive UK (HSE) <https://www.hse.gov.uk/coronavirus/ppe-face-masks/face-coverings-and-face-masks.htm> "Face coverings are mainly intended to protect others and not the wearer."
- The hygienic use of face coverings by children is exceptionally difficult to maintain, especially throughout a school day, which is a key reason health professionals do not advise the use of them on the school site.
- We believe communication between children and adults and between children and children is significantly compromised when face coverings are worn at this young age.
- When children are physically active at playtime – running, chasing and playing – the wearing of face coverings is likely to lead to breathing difficulties and overheating.
- Where a family believes it is essential that their child wears a face covering, this protocol is expected to be followed:
  - the family email [office@chesswood.w-sussex.sch.uk](mailto:office@chesswood.w-sussex.sch.uk) to confirm they would like their child to wear a face covering on the school site and the exceptional reasons for this being necessary.
  - Any child wearing a face covering must be taught how to do so effectively by their family <https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>
    - Face coverings must be worn appropriately and stored appropriately as a minimum.
  - Any face covering worn by any child, member of staff or visitor to the school site, must be appropriate for a school setting. Children must only wear face coverings that are plain.

### ***Parents and Visitors***

Parents and school visitors are expected to wear a face covering at all times, unless there is a genuine exceptional reason not to i.e. cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties.

As parents will be on site when there are large numbers of people, it important that each adult



takes seriously the need to reduce transmission by wearing an appropriate face covering.

Face coverings must be worn at all times by parents and visitors within the school building, including when sat down as part of a meeting. This is effective between 8<sup>th</sup> March and the beginning of the summer term. Entry to the school building will be minimised and only allowed in exceptional circumstances during this time. It is hoped that this will be relaxed early in the summer term.

## ***School Staff***

School staff will wear face coverings indoors in communal areas and outside when there are high volumes of people at drop off and collection times, unless they are exempt, as above, on genuine specific grounds.

Staff are not expected to wear face coverings in the classroom unless social distancing between adults is not possible.

## ***Further Guidance***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/965446/Face\\_coverings\\_in\\_education - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965446/Face_coverings_in_education_-_March_2021.pdf)

## **School Attendance**

School attendance is compulsory from Monday March 8<sup>th</sup>. That means there is a legal duty for parents to ensure children attend school from that date. The usual school attendance expectations and register codes will apply from that day. This is an important change from previous terms.

In line with government guidance, attendance will now be expected even where a child is living in a household with someone that is clinically extremely vulnerable. Any child registered as clinically extremely vulnerable should not attend and parents should contact [office@chesswood.w-sussex.sch.uk](mailto:office@chesswood.w-sussex.sch.uk) to confirm current vulnerabilities.

I cannot stress enough the importance of each and every child maximising their attendance from Monday March 8<sup>th</sup> as a key factor in underpinning their achievement recovery in the coming weeks, months and years. School data already confirms a significant fall in achievement from the autumn term, we expect that to fall further when assessments from spring are analysed. Therefore, maximising school attendance and positively overcoming worries and fears about returning to school is critical – parents positive attitude to this will be instrumental in providing confidence to children in the coming days.

Where worries and fears are more significant or there are complicating factors, we are here to help. Please use the wide range of online support and guidance available: <https://www.chesswood.w-sussex.sch.uk/page/?title=Worries+about+returning+to+school&pid=1084&action=saved>

Having used that, do not hesitate to contact your child's teacher and year leader in the there are significant worries or difficulties in preparation for your child's return, they will be happy to provide help support and guidance.

## ***Further Information***

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>





## School Day Organisation

Year Groups	Gates Open	Last Entry	Break Time	Lunch	End of School
Year 3 & 5	08:45	09:00	11:00 – 11:15	12:15-12:45 Play 12:45-13:15 Eat	15:25
Year 4 & 6	08:25	08:40	10:30 – 10:45	12:15-12:45 Eat 12:45-13:15 Play	15:05

## Arrival

There are a small number of changes from autumn that relate to the playground space your child will go to when they arrive please see the plan below. **Please do not arrive before the stated times, queuing creates an unnecessary risk.** If your child travels to school independently, please ensure they do not arrive before the stated times, again the risk of transmission increases notably and unnecessarily.

Ensure only ONE adult arrives at school with the child – we must reduce the volume of people in and around the school site at busy times and need help from all families to do this.

Year 3 children will enter and exit through the school car park – there will be no vehicular access at the time this temporary entrance is open to children. Y3 parents will drop children off within the car park; children will follow the one-way system to the Y3 playground.

Year 4-6 children may use the entrance at Chesswood Road or Ladydell Road that is most convenient to them. Unless parents have an appointment, or there is a standing agreement for them to enter the school site, parents will drop off their children at the school gate and will not enter the school site.

On arrival, all children will move directly to their allocated zone – see school plan below. Children will be able to play within the bubble of mixed classes, aligning with play and lunchtime.



## Leaving – at the end of the school day

**Please do not arrive earlier than the stated opening time for collection it increases the risk of transmission unnecessarily. Do not join any forming queue – please take a short walk and return within the stated times.**

Ensure only ONE adult arrives at school to collect the child – we must reduce the volume of people in and around the school site at busy times and need help from all families to do this.

### Year 3

Year 3 children will be collected from the area outside of their classroom by parents at the end of the school day. There will be a one-way system that parents must respect and follow. **Only ONE parent from each family will be permitted on the school site.** To ease congestion, bottle necks on



pavements around the school entrance areas any additional parents, friends or family members are asked to avoid the area. Y3 parents will enter via the Chesswood Road entrance only (even if the Ladydell Road entrance is more convenient). Y3 parents will then leave by the car park entrance/exit to minimise congestion at the narrow pedestrian entrance area.

If a younger child is to be collected by an older sibling. The older sibling will meet their brother or sister following the same process as the adults. They must then leave the school premises via the car park entrance/exit. If the older sibling's day ends before the younger sibling, they will remain in their own classroom completing a task of their choosing until it is time to collect.

## **Year 4**

Year 4 children may be collected from the front playground by a parent. **Only ONE parent from each family will be permitted on the school site.** To ease congestion, bottle necks on pavements around the school entrance areas any additional parents, friends or family members are asked to avoid the area. Parents must remain on the front playground leaving an appropriate 1m+ distance between themselves and others. Year 4 children will walk to the front playground. All Y4 children will leave by the school car park entrance/exit using the one-way system.

If a younger child is to be collected by an older sibling. The older sibling will meet their brother or sister following the same process as the adults. They must then leave the school premises via the car park entrance/exit. If the older sibling's day ends after the younger sibling; the younger sibling will remain in their own classroom completing a task of their choosing until they can be collected.

## **Year 5 and 6**

Year 5 and 6 children will walk, with their teacher, to the Ladydell road exit and leave the school premises independently using the Ladydell Road exit only. Parents of Year 5 and 6 children are asked not to enter the school site unless they have an appointment to do so, in which case use the Chesswood Road entrance. For children who would typically exit via Chesswood Road there is additional distance to walk, however there are no roads to cross using this route back to their normal way home.

The only exception to this will be older siblings collecting younger brothers and sisters. If the younger sibling finishes later than their sibling, the eldest child will wait in their own class until the collection time for their younger brother or sister.

**Please do not enter, stop or park in the Ladydell Road cul de sac.**

## ***Drop-off/collection with additional children not on roll at Chesswood***

Any and all children, including pre-school and primary school age, not on roll at Chesswood are welcome on the school site under close supervision from a responsible adult. This arrangement is intended to support families with younger siblings at local infant schools and nurseries and child minders collecting multiple children from different schools.

## **Road Safety**

Once again, we will have a full school, which is great, but that will also come with challenges regarding pressure on parking spaces. Could I ask that all families needing to drop off or collect from school using a car, put the safety of ALL children first. Please follow these simple rules:

1. Do not enter Ladydell Road in your car to collect or drop off your child
2. Do not park or stop on any ZIG ZAG lines yellow or white
3. Do not block access to driveways
4. Use the crossing to ensure children cross the road safely
5. Park and stride – there are spaces within 5 mins walk of the





school entrances

In the interest of keeping all children and families safe please report any anti social stopping, parking or driving to <http://www.operationcrackdown.org/>

Almost all parents reported concerns about anti-social driving in our recent questionnaire. The full report of outcomes may be found at: <https://www.chesswood.w-sussex.sch.uk/page/?title=Dropping+Off+and+Collecting+safely&pid=1121&action=saved>

## Morning & Lunch Play

Class bubbles will mix at play and lunchtime. These mixed bubbles are consistent with the class mixes for afternoon PE. As children are outside, the risk of transmission is significantly reduced. Playgrounds will be monitored to ensure children are playing reasonably and responsibly. However, the significant gain in arranging playground space in this way is:

Children have large areas to run around in – which many really need!

Children will only be allowed inside the school building if they are using the toilet, therefore, appropriate clothing (jumper/coat) is essential. We have taken the decision to suspend the ability for children to remain in the school building playing quiet games and using iPads at these times.

To maintain class bubbles would lead to significantly later lunch for some children and would make school staff organisation, particularly for specialist teaching almost impossible.

## Lunchtimes

Children registered for school dinners will eat their lunch in the school hall (Year 3 & 4 – Sports Hall; Year 5&6 New Hall). Children with packed lunch will eat in their classroom.

Children will be allocated 30 minutes to eat their lunch. This time is typically far more than needed, however if a child needs more time to eat, they can have it, no problem. Children will then go outside for 30 minutes (or vice versa).

Children will not be permitted to spend anytime inside the school building unless they need to go to the toilet. Toilet numbers will be restricted and there will be a queuing system. We will do our very best to manage this so there are no accidents however that will also rely on children seeking to go to the toilet before they are desperate to go – we hope parents will help school staff remind their children that there will be a longer than normal wait to get into the toilet.

Children will be playing outside in a range of weathers including light drizzle and when it is cold. It is vital that all families ensure their child is dressed appropriately for the weather conditions. All children should attend school with a warm waterproof coat when the conditions require it.

## Play and lunch play zones



## Food Orders





Please note that Meal Selector is now open for parents to order meals for week beginning 8<sup>th</sup> March. Make orders at: <https://westsussex.mealselector.co.uk/>

If your child is entitled to Free School Meals, they will continue to receive these unless we have been notified otherwise by yourselves.

If your child has been receiving free school meals due to the current lockdown please make alternative arrangements for your child's lunch from 8<sup>th</sup> March, either by sending them in with a packed lunch or ordering from Meal Selector.

## School Uniform & Belongings

From Monday 8<sup>th</sup> March, the basic expectation will be for all children to wear school uniform as set out in the school brochure:

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Brochure&pid=188>

However, we recognise there may well be some frustrations in sourcing some items of school uniform in correct sizes and colours. We also know that there is limited time remaining for Year 6 children and many families are facing financial difficulties. As such, we will be flexible on the uniform policy until the end of the school year. This flexibility is shared in good faith and on the understanding that every reasonable effort is made to ensure full school uniform is worn to school unless there are notable frustrations or for Y6 children it would mean purchasing new items of branded uniform for a relatively short period of time. Any alternatives **MUST** be appropriate and as close to normal school uniform as reasonably practical – Year 6 may wear their leavers hoodies when they arrive.

### ***Pre-loved Uniform***

We know many children will have grown out of school uniform and much of it will have been in good condition. If you have any uniform that is no longer to be used by your child please donate it to our pre-loved uniform shop. If you are in a position to donate uniform in good condition please email: [office@chesswood.w-sussex.sch.uk](mailto:office@chesswood.w-sussex.sch.uk). The office team will make arrangements for you to drop it off at school.

Equally, if you would like to purchase pre-loved uniform (we make a small profit on uniform sales which is given to the PTA – as many events have been cancelled this year, this income provides essential support) please contact the email above.

## Belongings

Children are asked to bring in their own pencil case with their own stationery. **Children will not be permitted to share their stationery with other children in class.**

### Essential

- Small Pencil Case
- Handwriting Pen – **Blue only**
- Rubber – please use a white rubber to avoid creating coloured marks on child's work
- Water Bottle – approximately 0.5l bottle with sealable top. This should be taken home and cleaned daily. We would advise having more than one bottle available in case of loss or damage. The water bottle will be on your child's desk throughout the day and they are encouraged to drink throughout the day.
- **Only plain water may be given to your child to drink.** Fizzy drinks or flavoured drinks are not allowed.
- HB pencils (2)
- Pencil Sharpener
- 15 or 30 cm ruler



### Optional

- Colouring pencils (not felt tips)
- Glue Stick – e.g. Pritt stick style

### Toys and personal belongings

Children are not permitted to bring in any toy, trading card or personal belonging into school unless there are exceptional circumstances and it has been agreed as part of a therapeutic programme e.g. advised by a doctor following significant childhood trauma. We would ask all parents to regularly check their own child's bag to ensure there are no additional toys or personal belonging being brought onto the school site.

### Physical Education and Sport

On the days children have timetabled PE they **MUST** attend school in their school PE kit. Again, we seek to be flexible and work on a good faith principle that parents will make every best effort for their child to wear full PE kit on those days. We do not expect Year 6 parents to purchase additional kit if their child has grown out of it, please use alternatives as close to PE Kit as possible.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3	3DH & 3PB 3HG, 3LB & 3ML	3ML, 3DH & 3PB, 3HG & 3LB			
Year 4				4DG, 4EV & 4JD, 4OM & 4CR	4DG, 4EV & 4JD, 4CR & 4OM
Year 5	5AY & 5HH 5EM & 5JH	5JH 5EM & 5KM, 5AL, 5AY & 5HH	5AL & 5KM		
Year 6			6BP & 6RW, 6EW & 6SJ, 6EP & 6MH		6RW, 6MH & 6BP, 6EP, 6EW & 6SJ



## Managing Behaviour

We have a very diverse school community and we must work with all children and families to ensure all:

- children feel happy, safe and confident to attend
- can be reassured that C-19 risks are minimised
- staff can act in a consistent way towards children when responding to actions and interactions that may compromise the safety of themselves or others.

Our, long standing, Bright Sparks community code remains our central guide for behaviour expectations. Most importantly children must show courtesy, care and kindness to all and try to be the best they can be. By following these two simple guidelines they will be meeting the expectations.



## COVID Specific Behaviour Guide

In addition to the Bright Sparks community code, we set out a 5-step Covid behaviour guide. The protocol enables consistent and fair decisions to be made in response to behaviour and actions that could potentially compromise the safety of individuals and the wider school community. This protocol will be a key reference for all school staff when responding to arising issues. It will be used in a sensitive and appropriate flexible way when managing incidents however, it remains the case that we will rely on children and their families to ensure children's actions and interactions are overwhelmingly found to be at stage 2 or better.

I cannot overstate how important it will be for parents to support the school in ensuring their children meet these expectations. Put simply, where individuals or groups increase risks for others of contracting C-19 through their actions and interactions this may quickly lead to higher transmission, isolation from school with its consequences for children and potential absence from work for parents. It is therefore vital that each and every parent and family instil expectations and consequences for their children prior to them returning on Monday 8<sup>th</sup> March.

<b>It is essential that all children who are in school keep themselves and others safe within the school environment.</b> <b>To do this, they must follow the COVID-19 rules. They are non-negotiable and set out to comply with Government advice.</b>	
1	<ul style="list-style-type: none"> <li>• The pupil keeps themselves and others safe by exceptionally good compliance to C-19 rules in school.</li> <li>• They show others courtesy, care and kindness and are a good friend to others.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The pupil keeps themselves and others safe by generally good compliance to the C-19 rules in school.</li> <li>• They may need an occasional reminder, which they respond to quickly.</li> <li>• They are respectful to other children and don't cause others emotional distress.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The pupil needs regular reminders about the C-19 rules to keep themselves and others safe.</li> <li>• They may also need reminders to show kindness to others.</li> <li>• They respond positively to those reminders.</li> <li>• Teachers may contact parents to support the safety message.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Despite reminders, the pupil is regularly acting in a way which is putting themselves or others at risk by not keeping to the C-19 rules. Their behaviour may also cause others emotional distress.</li> <li>• They have needed to spend time in a separate safe room to ensure other children and adults in their class feel safe physically and emotionally.</li> <li>• A Year Leader has spoken with them and their parents to consider whether it is safe for them to continue to attend school.</li> <li>• If the child is the child of a key worker or in a vulnerable group i.e. with an EHCP or has a social worker, a Support Plan will be produced between the SENCO, Yr Leader and parents with specific</li> </ul>



	<p>strategies to address their needs. This Support Plan would be reviewed each week along with the appropriateness of continuing the pupil's place in school.</p> <ul style="list-style-type: none"> <li>If they are not in this group, they will not get any further warnings and would move to Stage 5 if their risky behaviours continued.</li> </ul>
5	<ul style="list-style-type: none"> <li>Despite involvement from the Leadership team and consultation with parents, the pupil continues to risk their and other people's safety by not being able, for whatever reason, to keep to the C-19 rules in school and/or enable other children to feel emotionally safe.</li> <li>They are a risk to themselves and others and cannot continue to attend school.</li> </ul>

## Before and after school care

Although extra-curricular clubs will not go ahead in the spring term, we will have a fully operational breakfast club and after school care club. Both clubs will now be run directly by Chesswood Junior School staff, as we have throughout this period of lock down.

The planned charges are as follows:

Club	Timings	Cost
Breakfast Club	7:30 – 8:30 a.m.	£4:00
After School Care Club	3:15 – 4:15- 4:30 p.m.	£6:00
	3:15 – 4:45- 5:00 p.m.	£8:00
	3:15 – 6:00 p.m.	£10:50

Guidance on how to book and pay for both clubs may be found at:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Before+and+After+School+Care&pid=193>

Should you have any questions queries or concerns please contact our wrap around care manager Kate Brown – [kbrown@chesswood.w-sussex.sch.uk](mailto:kbrown@chesswood.w-sussex.sch.uk)

In the event that there is more demand than we have capacity for we will prioritise -

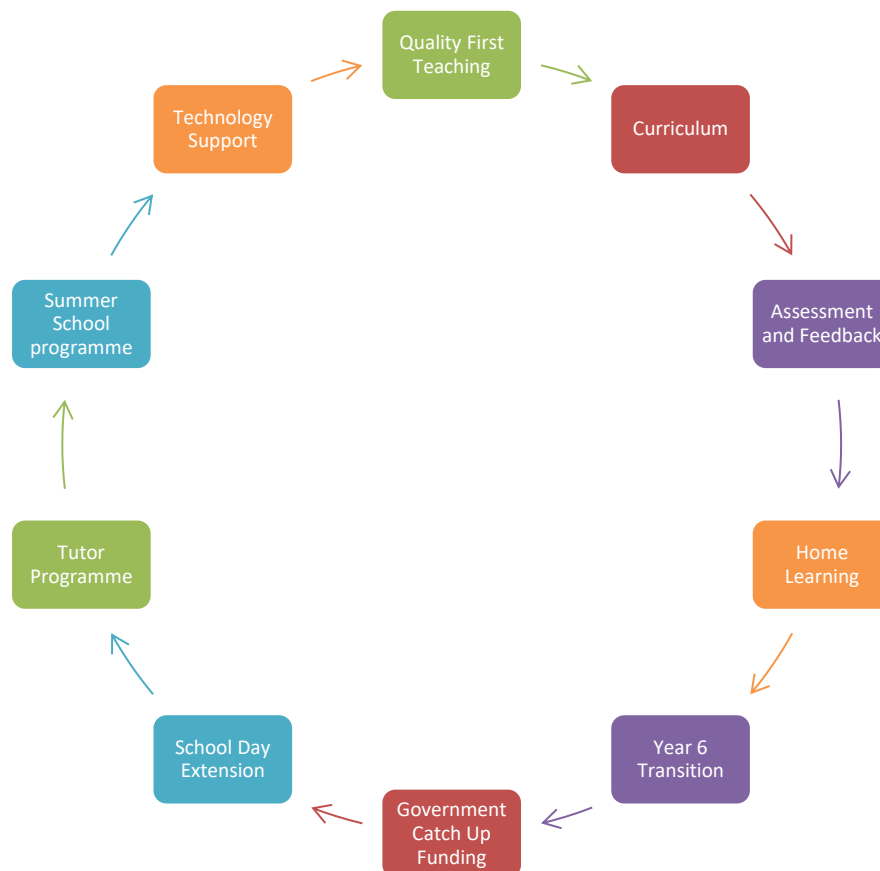
1. Fee paying children who attended breakfast or after school club prior to school lock down
2. Children of key workers
3. Children with younger siblings at either Springfield or Lyndhurst Infant School
4. Children requiring the longest periods in the after-school care club



## COVID 19 Achievement Recovery

There are two key factors that school and families will need to maintain a relentless focus on:

- Closing the gap between Pre-Covid achievement estimates and spring term 21 achievement.
  - We expect further significant falls in achievement in the forthcoming spring assessments.
  - We have kept individual child target estimates unchanged from the pre-covid period. We will work determinedly with children and families for a return to Pre-Covid achievement levels. This will need to be paced appropriately to keep children's engagement and enthusiasm high, underpinning accelerated progress.
- Accelerating progress by reducing 'ACHIEVEMENT INERTIA' for individual children
  - We know there are many factors that will accelerate or slow down the pace of recovery for a child. The term 'Achievement inertia' has been selected to help focus on identifying those things that may accelerate; frustrate or act as barriers to potential progress. We will work relentlessly with children and parents to remove and reduce the barriers e.g. learning resilience; maximising homework completion; school attendance; readiness for school; quality of friendships and behaviour. By maximising these aspects, a child will maximise their chance of accelerated progress. Whilst each child has important responsibilities, they will also rely heavily on school staff and families to provide relentless support, encouragement and authority to keep them on the focussed on taking the next learning steps successfully.



School leaders are planning multiple actions to maximise individual pupil progress whilst minimising and removing barriers to learning. We are seeking to work in line with the Education Endowment Foundation Guide for schools: <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>. It is vital school staff, families and individual children play a full part in this mission to ensure children's





achievement recovers effectively. The diagram above provides an overview of areas of school action.

Everyone is agreed that this period of time has been extremely challenging for all. We know there were significant falls in achievement before the most recent lockdown been. We expect this to be further frustrated by this most recent period. This is not a cause for worry or panic, simply a very big motivation to recognise the challenge ahead and start to tackle it.

For many, perhaps the large majority, there are now significant gaps in learning and further damage to learning habits e.g. resilience and perseverance; which could pose one of the most significant issues to overcome. As children return, we will need the support and attention of all families to ensure that we rebuild children's resilience and perseverance, and return to sustained good learning habits as the first most important hurdle.

Parents, having done so much already, are asked to ensure their child now:

- turns up and turns up on time
- has the equipment they need to learn during the school day
- completes the homework tasks set by the year group each week to consolidate their learning in school or prepare for future learning
- recognises the need, now more than ever to
  - "be the best they can be"
  - "demonstrate courtesy, care and kindness"
  - "seize opportunities and make the most of them"

We will take care of the rest 😊

## Quality First Teaching

Great teaching is the most important lever schools have to improve outcomes for each child. With parents undertaking the above, we will be in a very good position, with our GREAT TEACHERS 😊, to ensure children make the most of that great teaching.

Teachers at Chesswood work in small year group teams to collaborate and share best practice – planning, teaching and assessing children's achievement. We are prioritising weekly pupil progress meetings within these teams to maintain a relentless focus on individual pupil performance and sharing effective practice to optimise that practice across each and every classroom.

## Curriculum

To mitigate for the loss of learning time and quality of learning for the vast majority of children in this lock down, we intend to continue with the autumn term curriculum adjustments. These arrangements will continue until, at least, the start of the summer term. We will continue to prioritise reading, writing and maths to a greater extent than is normal.

The table below details the additional time to be spent on English and maths until the end of this spring term. We will use achievement data amongst other information to determine the best curriculum decisions for the summer and autumn term 2021.

	Current Average Per Week	September to February
English	7 Hours	9 Hours
Maths	6 Hours 20 Minutes	7 Hours 30 Minutes

The strategy will be slightly different for English and maths in terms of delivering the missed content.

There are 25 hours learning time within a typical week. With the additional time devoted to English and maths, other decisions have also been required to ensure we align with those hours.



- Science time will continue with a 30 minute reduction – all content can be covered with improved efficiencies.
- Music time will continue with a 90 min reduction (the proportion, over time, of music in our curriculum is far higher than is typical for a primary school)
- Personal, Social & Health Education will continue with an increase of 30 mins, this will be part of a class session each week and a bespoke year group curriculum, tackling arising issues for different age groups.
- Physical Education will continue at 2 hours, in support of building children's health and fitness levels again.
- All other foundation subjects will be taught in the period until July 2021 i.e. no single subject will be removed from the curriculum. However, we will need to remove some units to ensure the curriculum content will fit within the time available. All subject leaders have created fantastic knowledge organisers - these may be found on our school website e.g. Science <https://www.chesswood.w-sussex.sch.uk/page/?title=Science+Knowledge+Organisers&pid=885>
- Wherever we suspend a unit from the school curriculum in this temporary period, we will specify the knowledge organiser that would have been covered and communicate that to families. This will enable families to cover the knowledge content at home, in a flexible way and meeting their individual circumstances and interests, as appropriate.
- The timings and proportions for all subjects are expected to return to current planned levels by January 2022.
- Our curriculum is highly structured in terms of the time allocated to subjects and the content fitting within the time available. We are acutely aware of the importance of children experiencing a broad primary curriculum but must also balance that with the absolutely essential expectation that children start secondary school with age appropriate knowledge, skills and understanding in reading, writing and maths. We believe this strategic plan provides the best balance of those two aspects.

## ***Extra-Curricular Clubs***

A significant feature of any term for the vast majority of children is the wide array of clubs before, during and after school. Unfortunately, we will not be arranging any extra-curricular clubs during the remainder of this term. Our wrap around care clubs are available both before and after school. Please refer to details later in this letter.

We are hoping, if government guidance allows, that we will offer a limited range extra-curricular clubs throughout the summer term. At this stage, we must continue to restrict mixing of bubbles as far as reasonably practicable, therefore the range and design of clubs must take that into account and must not be allowed increase the risk of transmission significantly. More details on the arrangements for this will follow later this term.

## ***Peripatetic Music***

Peripatetic music will be welcomed back under controlled conditions. Parents may continue to book as they would normally. Should you have any questions regarding peripatetic music please contact Claire Cossins: [ccossins@chesswood.w-sussex.sch](mailto:ccossins@chesswood.w-sussex.sch).

## ***Day Visits***

We do not plan to undertake day visits that require a coach trip in the remainder of the academic year, in line with government guidance. In the main, this is about efficient use of time in the curriculum. However, we also recognise that reducing costs for many families is an important factor at this most difficult of times. We are confident that we can maintain an



enjoyable engaging curriculum experience without such visits and visitors but hope, in time, when the curriculum is under less pressure we will return to these experiences.

Local visits may go ahead later in the summer term, if it supports genuinely efficient and effective learning and it is COVID safe e.g. Worthing Museum visits. Parents will be notified, well in advance, of any trip in the local area.

## ***Residential Visits***

All residential visits have now been cancelled.

We do not intend to arrange a further trip for Year 4 in September 2021. Less than half of the year group had signed up to attend the residential and that is not a sufficient proportion to support its viability. As this trip was focussed on outdoor adventurous activities (OAA) we will review opportunities in the curriculum to provide additional OAA. Further issues affecting the 2021 visit would also be affordability for parents and potential losses the school could be exposed to – this year the school was in a difficult position with refund deposits for all parents (approximately £9000) – we cannot knowingly place ourselves in that position again as the school already has a deficit budget.

The Year 6 Bristol residential for current Year 5 children is planned for July 2022. A further Bristol Residential trip will also be planned for the current Year 4 children in September/October 2022 this places the visit back in its original position. More details will follow in the autumn term 2021 about both residential visits.

## ***Assemblies***

In line with government advice, assemblies cannot take place in their usual format. We have increased personal social and health education time to tackle a wide variety of issues that children are contending with. Typically, there will be a minimum of one hour PSHE time per week. This time will focus on and respond to specific year group needs e.g. managing friendships; managing worries. School research shows a stark relationship between children that struggle to maintain positive friendships and lower academic performance. We will be working with the whole school to improve the quality and understanding of friendships and relationships with the expectation that this will be another factor that will support improved achievement.

## ***Assessment and Reporting***

We will return to our normal assessment and test timetable for all year groups. Although, there are no statutory tests for Year 6 children.

We will undertake the spring tests in week beginning 22<sup>nd</sup> March, when children have had some time to reacclimatise. We fully expect these test outcomes to give us the 'rock bottom' and we will work determinedly to improve achievement in partnership with families from that position.

We will provide parents with termly school reports and an opportunity to meet class teachers early in the summer term based on those outcomes, week beginning 3<sup>rd</sup> May. At this stage they may not be face to face, we will advise on this closer to the time.

A final summer term test week will be undertaken in June, for all children, as part of our normal programme. Year 6 children will undertake SATs tests using previous papers, so that we may provide high quality information to our secondary school partners as they plan to support children from September.

## ***Home Learning***

### ***Homework***

Home learning forms an important part of a child's educational experience. Unfortunately, there has been a significant reduction in engagement with homework in the past couple of years.



We will review the organisation of homework to better understand the reasons for this reduction.

In the meantime, we will continue to set year group specific core-skills work every Wednesday. It is of critical importance children engage fully with this aspect of the learning programme. Where this is frustrated for any reason, it is important parents liaise with their child's class teacher to address the issues. We are here to help, guide and advise.

Homework will be placed on the school website under [Learning > Home-Learning](#).

## ***Isolation Learning***

We hope that we will not need to close any class bubble. However, if the need does arise from Monday 8<sup>th</sup> March we will have a specific web page available for each year group to ensure learning may continue from home similar to recent lock down arrangements.

Any child needing to isolate as a result of COVID-19, will be provided with a home learning programme that matches in-school learning as close as is reasonably practicable. We are currently working on arrangements for this and will provide more information on the location of the 'isolation' learning to when families in the event a bubble is partially or fully closed.

## ***Year 6 Transition***

Year 6 Parents will have been informed of their child's secondary school placement. We have started the process of liaison with our secondary school partners. We recognise the need, similar to last year, of maximising opportunities for familiarisation with their new schools and to undertake an effective transition programme that provides genuine confidence for each child ahead of their move to secondary school. Our Year 6 team have a comprehensive package ready to support this.

In addition to the above, we will be liaising with secondary schools to understand what opportunities will be available over the summer holidays to provide 'catch up' programmes and how children might be included and invited into these in the coming weeks.

## ***Government Catch Up Funding***

We have received initial allocations of government funding to support a 'catch up' programme. In total, we expect to receive a 'one off' allocation of @ £50,000. In addition to funding, we have been successful in securing additional iPads. We intend to use the funding and additional devices in multiple different ways to tailor programmes for individual children and optimise their ability to catch up with pre-covid expectations. We hope in the longer term more funding will be made available as the current sum, as welcome as it is, will not cover the breadth of need we expect to support in the coming months, therefore careful decisions will be needed to prioritise and secure the most effective outcomes for children.

## ***Within School Day Learning***

### ***Tutorial Support***

We will continue to use our tutorial support programme to support accelerated progress and address gaps in learning. There are two hours available to each class teacher each week to support small groups. Teachers will use tutorial time before Easter reviewing individual child achievement in detail so they fully understand the current position and are best placed to support their learning accordingly before the small group support begins.

The focus will be for children accessing and just meeting age related expectations in reading, writing or maths. Priority is given to children registered for Pupil Premium. Children accessing this support may miss music and or one lesson of PE per week. Where this is the case we will prioritise their access to extra-curricular clubs for PE and music, wherever possible. We will inform parents if their child requires this additional support and is included in tutorial



groups.

## ***Extended School Day***

We will continue to extend the school day for specific children. We will host two types of support from the start of the summer term, or earlier if we possibly can.

### ***English and maths intervention groups***

We intend for each year leader will lead five small group interventions each week until the end of the summer term. Three will take place before school 8 a.m. – 8:45 a.m. and after school there will be two 3:30 – 4:15. The group size will be approximately 10-15 per session. We are in the process of deciding on the organisation of this i.e. how many sessions per child per week, likely to be 1 or 2 ; the proportion of sessions allocated to reading, writing and maths over the summer; which children should be included in the intervention groups.

### ***Homework support groups***

We intend to organise homework support groups, so that children who need further support completing homework may receive it. The groups are likely to be year group based and led by a member of the academic support team in each year group. Again, we are in the process of determining how best to structure this support. We will seek to run groups before and after school. Group sizes within this intervention will be 10-15.

### ***National Tutoring Programme***

School leaders are reviewing opportunities with the new National Tutoring Programme. We will seek to use this to support disadvantaged individual children most adversely affected by the COVID 19 disruption.

## ***Technology Support***

We now have sufficient IPAD devices in school to allocate them to further families. The allocation will be the form of a long term borrow from school and will remain the property of Chesswood Junior School. The IPADs will be used to support children's access from home and within the home learning support groups; to learning content such as IXL.

We will identify eligible children in the coming weeks for the allocation of an IPAD. IPAD allocation will be subject to a usage agreement. Children will be expected to complete a minimum amount of home learning tasks each week.

## ***Holiday Learning***

### ***Summer School***

We hosted a successful summer school for three weeks during the 2020 summer holidays. We were able to support up to 90 children in year 3-5. We intend to run this catch up programme again in 2021.

Children will be selected on the basis of -

- accessing or broadly meeting age related expectations in one or more of reading, writing and maths
  - priority is given to children currently in receipt of pupil premium funding given the academic risks for this group are significantly greater generally
- behaviour of the individual child is broadly good and is not likely to cause any significant disruption to the effectiveness of teaching and learning within the summer school





- there are no severe and complex special educational needs as support will be provided in the form of teaching assistants from the autumn term within our SEN support programme.

We will write to families in the summer term to invite eligible pupils to the summer holiday programme.

***Finally!***

Thank you for taking the time to read this important communication. I hope that it has answered all of your questions.

On behalf of staff and governors at Chesswood Junior School we are very much looking forward to welcoming each and every child back to school on Monday 8<sup>th</sup> March. We hope they will be full of energy and enthusiasm and ready to learn and enjoy school once again. Clearly there will be challenges for all but we are very confident that any and all challenges can be addressed successfully with patience, understanding and flexibility.

Yours sincerely,

### ***Further Information***

Government Guidance	Hyperlink
Guidance for schools	<a href="https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#day-to-day-running-of-a-school">https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#day-to-day-running-of-a-school</a> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</a>
Guidance for parents	<a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a>