

Year 2 Transfer Parent Frequently Asked Questions





Chesswood Junior School

Admission Parent FAQs



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Question	Basis for answer	School Response
Question posted to school by parent	Confidence in answer from head teacher	Head teacher response to question

1. Master

Question	Basis for answer	Reference
Related Questions The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk		

2. Transition Process

Question	Basis for answer	Reference
What does the transition process look like?	Certain	We run a comprehensive transition programme in coordination with our 2 main feeder schools – Lyndhurst and Springfield. This involves a number of meetings and handing over of key information to help ensure each child makes the best possible start to life at Chesswood. Children will receive their own personalised welcome booklet and have the opportunity to visit us for a tour and welcome assembly before spending a whole day here for transition day in July. Chesswood teachers will also visit both infant schools to say hello to the children and will be available to chat to parents. Should parents have any need to speak to specific adults prior to starting for instance regarding special educational needs, pastoral or general enquiries, you will have the opportunity to do so. Parents will receive a welcome letter in April once school places are confirmed, classes are then built in the summer term and confirmed prior to transition day. We also run a summer welcome picnic just before the start of the autumn term.
Is there anything we can do at home to prepare our child for year 3 at Chesswood?	Certain	Absolutely. Most importantly, build the habit that finding out and learning new stuff is what is normal – following your child's interests. Read with and to your child as part of an enjoyable experience; sign up for IXL as a family and work together on the Y2 tasks – IXL provides a perfect structure for non-professionals to confidently cover and consolidate learning expected within any specific year group. Each child may have specific areas that they need to focus on, which your child's infant school will make you aware of, however the following will also help. Read through your child's welcome booklet to help them understand about life at Chesswood, including the Bright Sparks code, active listening and regulation rainbow. Aiming to complete our Year 3 Challenge Card – see below:



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		<p>I can correctly and clearly write all my numbers 0-9 the right way round.</p> <p>I can confidently use a 30cm ruler to draw straight lines and underline things I have written.</p> <p>I can confidently do my 2, 3, 5, 10 times table in a random order.</p> <p>I can count forwards and backwards from any number in jumps of 2, 5 and 10.</p>	<p>I can correctly and confidently say the letters of the alphabet in order and answer questions like, 'What letter comes after ___'.</p> <p>I can spell both my first name and surname correctly with capital letters at the beginning of each word.</p> <p>I can read a book appropriate for ability fluently and with expression.</p> <p>I know when my birthday is and what year I was born in.</p>	<p>I can spell all the days of the week and months of the year correctly with capital letters at the beginning.</p> <p>I can tie shoe-laces.</p> <p>I can tell the time on an analogue clock to the nearest quarter of an hour or half an hour.</p> <p>I know the difference between 'there', 'their' and 'they're' and can use them correctly.</p>
<p>Do the children get any say in the friends that will be in their class with them?</p>	Certain	<p>Yes they do 😊. As part of the transition process, we will write to all parents asking you to complete an online form which will include the opportunity to select 3 friends that your child wishes to share a class with. It's important that this selection is positive and will help both children to thrive at Chesswood within the classroom. Friends who aren't placed in the same class will still get the opportunity to play together at play times. We guarantee that each child will be granted at least 1 of their 3 choices. The choice is not ranked and we cannot guarantee a specific choice being granted. Aside from this, children will have a number of other children from their current class in their new Year 3 class. We aim to build broadly balanced classes in terms of need to help make sure children can have the best learning experience possible and receive support as appropriate.</p>		
<p>Related Questions</p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk</p>		<p>How do you organise the classes? Will my child be with his friends?</p>		

3. Class Structure & Lessons

Question	Basis for answer	Reference
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What are class sizes?	Best Possible Estimate	Typically, across the school classes contain 30 children, but depending on cohort sizes there can be some variance in this. The current Year 3 cohort contains 4 classes of 32 children.
Do children mix with other classes in their year group for any subjects?	Certain	In most cases children remain in their class for lessons – at times classes are mixed together. This would typically be in some PE lessons or for enrichment activities such as school trips. Children are typically taught by their class teacher for all lessons – the most common exceptions being PE and Music, which are taught by specialist teachers.

4. General life at Chesswood + Homework

Question	Basis for answer	Reference
I understand a lot of homework involves apps such as duolingo. What other apps do you use?	Secure Consistent Practice	<p>You can view our most recent homework guidance by clicking here.</p> <p>Within this page you can view the most recent versions of homework in each year group. We use TT Rock Stars, Numbots, IXL and the Accelerated Reader apps to help support homework in school. TT Rock Stars helps children to learn their times tables, Numbots supports with general number fluency, IXL has tasks in English and Maths linked to current learning in class and Accelerated Reader enables children to take multiple choice quizzes based on books that they have read.</p> <p>Children are set homework at the start of each half term with the expectation being that would complete the following as a weekly minimum:</p> <ul style="list-style-type: none"> • 30 minutes reading x 5 times • 30 minutes spelling practice • 30 minutes IXL English • 30 minutes IXL Maths • 30 minutes TT Rock Stars or Numbots <p>The level of the homework is typically based on age related expectations for each year group; however, we provide adapted homework for children who would struggle to access. There is greater challenge (Level 3 on the homework sheets) provided for children who are able to access this.</p> <p>Children receive certificates and appear in Top Tens to reward attainment and effort with their homework. The targets chosen for reading are equitable meaning children who find reading trickier are not penalised and have just as much of an opportunity to achieve these. We also have a number of other awards in school, for instance monthly cup winners for 'Go the Extra Mile', 'Courtesy, Care and Kindness' and 'Be The Best You Can Be' – which helps us to acknowledge every child, not just those who are particularly academic. Children earn house points for following the Bright Sparks code and receive termly awards for this.</p>
Related Questions The following questions are believed to		<p>How often will children be expected to do homework?</p> <p>What is the level of homework?</p>



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be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk		I have heard a lot about leadership boards, academic attainment competition and amount of homework. How does this fit with a whole child approach and meet the needs of children who are not so academic?
As such a large junior school, how do you maintain the nurture necessary for primary aged children and ensure that the youngest children in the school feel happy and safe.	Secure Consistent Practice	Staff at Chesswood are fantastic. We are experienced in welcoming children to life at junior school. The systems in place such as the Bright Sparks code, active listening and the regulation rainbow help children to feel happy and safe. Where necessary we will provide additional support through our skilled pastoral team – this can involve supporting children to establish and maintain positive friendships. We have a nurture playground where children can be supported and play and lunch times. Children soon settle into life at Chesswood and enjoy their days at school.
Related Questions The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk		How do you help children make and maintain friendships? e.g. is there staff support at playtimes for children who may struggle in this area? If not, are there any alternative activities that children could get involved with instead?
Your lunch menu, does it include a halal option?	Best Possible Estimate	Our school lunches are provided by Chartwells. For specific dietary enquiries, please contact westsussexspecialdiets@compass-group.co.uk

5. Extracurricular opportunities

Question	Basis for answer	Reference
What opportunities are there for my child to learn a musical instrument?	Certain	We have a number of peripatetic music teachers who are available to run private instrument sessions within the school day. You can see details about which instruments are available to learn by clicking here .
What sports facilities are	Certain	PE is a huge part of the Chesswood curriculum. We provide 2 hours of lessons per week taught by specialist PE teachers and a wide range of school clubs, participating in a number of competitions throughout the year. You can find out more information about PE at



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there/how much is sport part of the curriculum		Chesswood by clicking here .
Children that are gifted with talent in certain subjects how do you help them maximise their growth in learning?	Secure Consistent Practice	At Chesswood, we push all children who show promise in a subject towards the greater depth standard of study. This will look different in each subject but includes activities that stretch and challenge beyond that needed to meet age-related expectations, gaining further knowledge than their peers and providing a variety of situations to apply their understanding, such as taking on the role of the expert in a group, supporting other pupils in their learning. We also provide numerous extra-curricular activities for children to take their talents further through the plethora of clubs and school representation opportunities, i.e. maths and writing competitions, sport and music festivals and arts extravaganzas.

6. Additional Support

Question	Basis for answer	Reference
What additional support is available for those children that need extra help?	Secure Consistent Practice	You can view a detailed report on the support we provide by clicking here . Classes will be allocated a teaching assistant/s based on the level of need within the class. Additional support could be provided by the teaching assistant/teacher – it may be that learning is scaffolded through physical resources or word banks for example. We also run SEN interventions across the year group for instance Rapid Maths and Rapid Phonics. We write learning plans for children with special educational needs and provide support as necessary. It's likely that additional observations/assessments would need to be carried out to enable us to most effectively target the support for each child.
Related Questions The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk		how do you handle children with special needs and on the registry? what learning provisions do you put in place for non-neurotypical children? What additional support is there available for children with SEND?

7. Behaviour

Question	Basis for answer	Reference
How do you handle behaviour	Secure Consistent Practice	Click here to view our Behaviour Management Policy. We have a clear behaviour policy in schools. We are proactive in promoting positive behaviour and have strategies to react to incidents where negative behaviours are shown. These include a variety of consequences: Reflection



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problems and bullying at school?	<p>(educating children); Restorative (supporting children in making things right); Protective consequences (reducing risk where necessary – eg supported play).</p> <p>We define bullying as –</p> <p>“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.</p> <p>We take a zero tolerance of bullying, using the consequences above to address cases when they arise.</p> <p>The pastoral team run comprehensive reflect and restore sessions using resources to support educating children in the impact of specific behaviours and support them in making amends – eg letters of apology.</p>
Related Questions The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher head@chesswood.w-sussex.sch.uk	<p>How is bullying dealt with at your school?</p> <p>How do you deal with unkind behaviours between the children? Such as bullying and using foul languages?? Racism?</p>