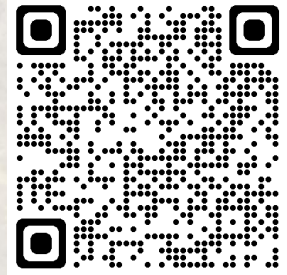




Welcome to Chesswood Junior School's Open Event



Dream, Aspire, Achieve – Be Extraordinary



Questions

Responses 32

Chesswood Open Day & Evening - November 2022

Thank you for providing us with feedback based on your experience of our Open Day and/or Evening. This will help us to make as experience as positive and helpful in future years. We hope you enjoyed your visit and hope to welcome your family to our community next year.

1. What is your name (First name and surname please)? *

Enter your answer

2. What is your child's name? *

Enter your answer

3. What school does your child currently attend? *

Open Event Feedback



Help us tailor and
improve the event for
all – let us know what
you think

Dream, Aspire, Achieve – Be Extraordinary



The Chesswood School Metaphor



A school is full of small individual and interrelated parts that must work together closely and require sustained care, attention and adjustment to ensure individuals, groups and the whole community meet the future in the right place at the right time.

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We promote excellence, empathy and equality in all areas, whilst trying to maintain:

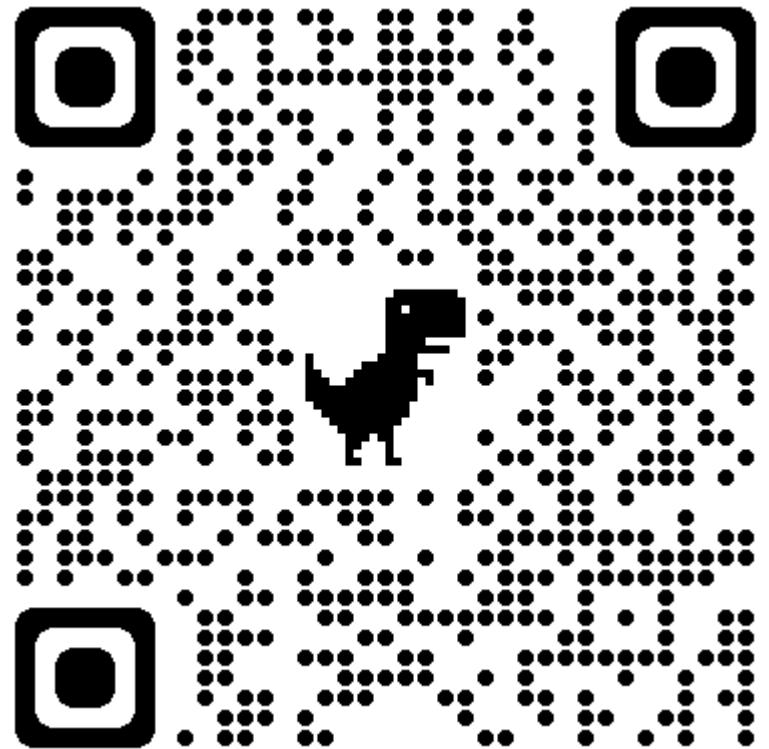
- the precious wonder of childhood
- 'awe & wonder' of the world around them



School Brochure



Essential Reading





Our school in numbers

- £3,299,226
- Reduce by
- £320,000 - £391,000
- 95+ Employees
- 560+ children ↓
- 19 (+1)classes ↓
- 28 Ave class
- size 15, 26-32
- 13 subjects
- 4 year groups
- 3752 Curriculum hours KS2
- 940 hours per year
- 25:00 hours learning time per week
- 55% English and maths

Meet The Team

4. Year Teams

4.1. Year 3

4.1.1. Year 3 Team Leadership

Team Leader
Reporting to Deputy Head – Pastoral Jez Himsworth
Assistant Head – Academic Chris Yelling



Year 3 & Maths Leader
Mr Nik Gilbert
ngilbert@chesswood.w-sussex.sch.uk

4.1.2. Year 3 Teaching Team

Teachers



3PB Class Teacher
Mr. Paul Barnard
pbarnard@chesswood.w-sussex.sch.uk



3CH Class Teacher
Mrs Louise Cox
lcox@chesswood.w-sussex.sch.uk



3DH Class Teacher
Mr. David Harney
dharney@chesswood.w-sussex.sch.uk



3CH Class Teacher
Miss Caitlin Hayles
chayles@chesswood.w-sussex.sch.uk



3CH Class Teacher
Mrs Jess Hayman
jhayman@chesswood.w-sussex.sch.uk



CHESSWOOD JUNIOR SCHOOL Staffing Structure



11. Inclusion Team

Team Leader
Reporting to Head Teacher



Deputy Head Teacher Pastoral
Mr Jez Himsworth
jhimsworth@chesswood.w-sussex.sch.uk



SENCO
Mrs Ness Radcliffe
vradcliffe@chesswood.w-sussex.sch.uk



SEN HLTA
Miss Kath Sheppard
ksheppard@chesswood.w-sussex.sch.uk



Safeguarding Manager
Mrs Sally Harvey
sharvey@chesswood.w-sussex.sch.uk



Learning Mentor -
Attendance
Mrs Elaine Butler
ebutler@chesswood.w-sussex.sch.uk



High Need & Behaviour
Learning Mentor
Mr James Facey
jfacey@chesswood.w-sussex.sch.uk



Learning Mentor -
Safeguarding & CLA
Miss Sharon Main
smain@chesswood.w-sussex.sch.uk



Learning Mentor -
Behaviour
Miss Louise Oswald
loswald@chesswood.w-sussex.sch.uk



Administration Manager
Mrs Treena Beech
tbeech@chesswood.w-sussex.sch.uk



Medical Lead
Mrs Nicola Soltermann
nsoltermann@chesswood.w-sussex.sch.uk



Our School – Embrace Diversity

- 133 children eligible for pupil premium (24%)
- 13 ethnic minority groups (151 children)
- 34 languages spoken (117 children)
- 5 core religions (48%+ none, 10% no information)
- 9 Looked After/ Adopted
- 177 children with SEN (32% ↑ ↑)



Admissions



Dream, Aspire, Achieve – Be Extraordinary



Admission Timings

Chesswood Junior School

Start applying from	Deadline for applying	Offer date
October	11:59pm Sunday 15 th January 2023	17 th April 2023

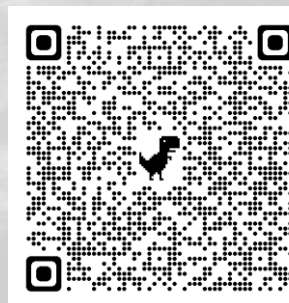


School:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Junior+School+Admissions&pid=817>

West Sussex:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/apply/junior-school-places/>



**Unless there is a significant change – if you apply you will get a place.
You must still apply though within the legal timings
165 Max; Local Numbers – Lyndhurst and Springfield 145**

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Junior Oversubscription Criteria

Any Child with a statement of special educational needs naming the school will automatically be admitted to that school, under section 43 of Children & Families Act 2014.

1. Looked after children and previously looked after children (children in public care);
2. Children subject to a special guardianship order not previously in LA care.
3. Children who need a place at the school on exceptional and compelling social, psychological or medical grounds;
4. **Children attending a named linked Infant school.**
5. Children who live in the catchment area with brothers or sisters already at the school and who will still be attending when the child starts.
6. Other children who live in the catchment area;
7. Children who live outside the catchment area with brothers or sisters already at the school and who will still be there when the child starts;
8. Children of staff
9. Other children who live outside the catchment area



Transition

Joint Programme

Professional Liaison

- Early Intervention Planning
- Year Group Teachers – online+
- Online forms
- Inclusion Team

Familiarisation Visits (Summer)

Data transfer - assessment

Class Building (May)

Bridging Work

- Additional visits (SEN)
- Induction day and evening (July)
- Sports and Mini Olympics
- Transfer of children's work
- Autumn visit from KS1 staff
- Chesswood staff visit KS1 (summer)
- Y3 Leader visits – meet children in class
- Welcome Picnic (August)
- Welcome pack and child booklet

Activity	When
Open Day	9 th November
County Application	15 th January
Parent Confirmation	17 th April
School Welcome Letter	Before 30 th April
School Application	19 th May
Induction Evening	4 th July
Transfer Day	5 th July TBC

YEAR 2 PARENT TRANSFER QUESTIONNAIRE

WELCOME Y2 PARENTS

We know the period between confirmation of a junior school place and the first direct contact with the school is always an anxious one. And this year that will probably be 10 times more and you will probably have so many uncertainties! Please don't worry, we have this covered. We will work closely with every family to ensure all questions, queries and concerns are answered in the coming weeks and months.

Parents are invited to complete the brief questionnaire to share their questions, worries and thoughts with school leaders in the coming weeks. We intend to create a frequently asked questions guide for all families (it will be placed on this page once created) so all can benefit from a wide range of answers it will provide.

If there are questions specific and personal to your child we will respond directly and not include in the general FAQ booklet. In section 3 of the questionnaire if you need to discuss an aspect with one of our specialist team you have the ability to select who you would like to communicate with e.g. Special Need Lead or Medical Lead.

YEAR 2 NEW SCHOOL CHILD QUESTIONNAIRE

HELLO TO ALL YEAR 2 CHILDREN :-)

We're so looking forward to getting to know you better and have you as part of our school for the next 4 years. Please fill in the form below as best as you can do. You will need an adult to help you fill this in but remember to tell them they must be your answers! The answers need to be what you think and as honest as possible. You have an opportunity to share the names of three friends that you would like to be in a class with. We will guarantee you are in a class with at least one from your list if you complete this form by Friday 22nd May with you parent/s.

CHILD INFORMATION FORM - COMPLETE BY FRIDAY 22ND MAY



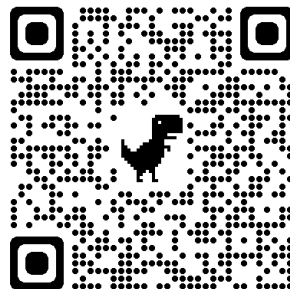
Year 2 Child Information Form 2020

Hi,

It is great that you are getting ready to complete this form for us. We can't wait to find out more about you, your friends and any questions you might have.

Before you start filling this form in make sure you have

- a parent with you. They can type things in for you whilst you think - they can be your personal assistant for this :-)
- thought about any questions you might have for us - you can ask us three
- thought about three things that will tell us more about you - a pet's name, a favourite colour, what job you would like to do when you are older -
- most importantly up to three friends you would like to be placed in a class with from September. We promise, if you have completed this form by Friday 22nd May we will make sure at least one of your three choices will be placed in your class.



Chesswood Junior Welcomes Amelie Billing



Hi Amelie,
We hope that you
are looking forward
to starting at
Chesswood.



Hi Amelie,
We can't wait to welcome
you to our school. It's
great to hear that you
We can't wait to hear
more about you! We
think you will love it here
☺



School Admission Form

- Must Read
 - School Brochure
 - Home School Agreement
 - Parental Consents

<https://www.chesswood.w-sussex.sch.uk/page/?title=Year+2%2D3+School+Admission+Form&pid=818>

- Complete by 19th May 2023
- Class only allocated if completed.
- Otherwise friendship placement at risk

YEAR 2-3 CHESSWOOD JUNIOR SCHOOL ADMISSION FORM

If completing the form on a mobile device please click here to open it in a new window

Chesswood Junior School Admissions Form

Thank you for completing this on-line form, it is greatly appreciated. This form needs to be completed in one sitting and will take approximately 20-30 minutes. It is important that you have read the school brochure and home school agreement before starting the form as some questions relate directly to the content of the documents. Before you start you should have the following information ready to enter

- Contact details for two other adults that are either a parent or a responsible adult that may be contacted in an emergency. Name, Address, Phone (home, mobile & work) & Email
- Doctors Surgery - address and phone number

* Required

Respondent's Details

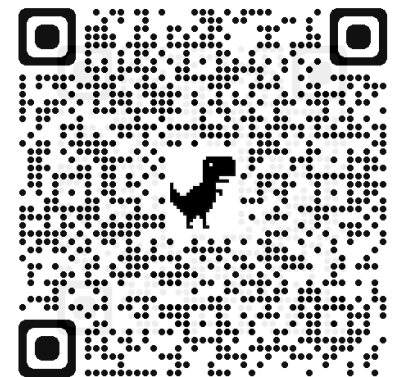
To begin please fill in these questions so we know who is completing this form

1. Respondent's Name *

Please enter your title, first name and last name

Enter your answer

2. Respondent's Email Address *



Timings

- School Times are changing
- Additional 5 mins - 8:45 start – 3:15 end (**3:15 – 3:25 meet**)
- Guided by infant school changes – drop off and collection



Morning Timetable (Mondays, Tuesdays, Thursdays & Fridays)

Year	Pre-school	Pre-school	Arrival & Entry	Start of school	Lessons	Break	Lessons
3	07:30 – 08:30 Breakfast Club	08:00 – 08:45 Year Leader Interventions/ Clubs	08:30 – 08:45	08:50 – 09:00 Registration Starter Boards	09:00 – 11:00	11:00 – 11:15	11:15 – 12:15
4			Arrival				
5							
6			08:45 – 08:50 Class Entry				

Morning Timetable (Wednesdays)

Year	Pre-school	Pre-school	Arrival & Entry	Lesson	Phase Assemblies	Break	Lessons
3	07:30 – 08:30 Breakfast Club	08:00 – 08:45 Year Leader Interventions/ Clubs	08:30 – 08:45	08:50 – 09:50	10:00 – 11:00	11:00 – 11:15	11:15 – 12:15
4			Arrival				
5							
6			08:45 – 08:50 Class Entry				

Break and Lunch



Staying Healthy at Breaktime

Allowed and encouraged at break and lunchtime



Discouraged at breaktime could be included in packed lunch



**Not Allowed – including at lunchtime – birthdays and treat week only –
Never bring nuts (severe allergies) or fizzy drinks**



Dream Aspire Achieve

WEEK 1

HOT SPECIALS...

DAILY FAVES...

SIDES...

PICK A PUD!

WEEK 2

HOT SPECIALS...

DAILY FAVES...

SIDES...

PICK A PUD!

change 4 life

Food facts Recipes Activities Your child's weight

Breakfast Lunch Dinner Puddings Lunchbox Barbecue and picnic

Healthier lunchbox recipes


Get loads of easy-to-prepare ideas your kids will love, as well as tips on what else to put in their lunchbox

Lunchbox swaps Recipes Tips Make your own

Whether squeezing it in before the school run in the morning or before bed on busy midweek evenings, preparing your child's lunchbox can seem like just another thing on the list.

School meals are a great choice, but if you do make a packed lunch for your child then we've got you covered with our range of quick, easy, healthier lunchbox ideas.

Easy kids' lunchbox recipes



1. Universal free meals END!
2. IF YOU THINK YOU ARE ELIGIBLE FOR FSM DON'T DELAY, COMPLETE THE PROCESS TODAY!

Safe Collection

Refer to colour risk grade above	Option and Risk Rating			
Option	Y3	Y4	Y5	Y6
1. Collect from classroom only	SEN			
2. Must not leave premises without specific named adults	✓	✓	✓	✓
3. Must not leave premises without responsible adult 18+	✓	✓	✓	✓
4. Must not leave premises without responsible person 12+	✓	✓	✓	✓
5. Must not leave premises without sibling at CJS	✓	✓	✓	✓
6. May leave premises to meet a responsible nearby	✗	✗	✓	✓
7. May leave premises independently or with school friends	✗	✗	✓	✓

Stay Safe – Planned Responsible Person

Safety Alert – End of day

- Only leave school with your planned responsible person. **No planned responsible person?**

**DO NOT LEAVE
DO NOT WORRY**

Go to your teacher or school the office. They will:

- Help you
- Contact your planned person
- Let you can relax in school until they arrive.



Dream, Aspire, Achieve

Late Collection Arrangements
Arriving after 3:15pm (or 4:15 After School clubs)?
Please contact school immediately you think you will be late collecting your child.
office@chesswood.w-sussex.sch.uk
01903 204141

Year 3

- All Y3 children will be collected by a sibling or a responsible person.
- At 3:30 p.m. children will be escorted by staff to playground benches or reception to wait.
- We will make contact with contacts from 3:40p.m.

Year 4

- All Y4 children should be collected by a sibling or responsible person.
- At 3:30 p.m. children will be escorted by staff to wait in reception, if a responsible person was expected.
- We will make contact with contacts from 3:40p.m.

Year 5 and 6


- If a responsible person is expected to collect your child:
 - Child should remain inside, at or close to the exit gate until they are collected each day.
- At 3:25 p.m. children must wait inside the gate.
- At 3:30 p.m. Ladydel Road exit is locked.
- Children must wait to the Chesswood Rd playground and wait on benches. If bad weather, wait in IT suite.

ALL children

- At 4:00 p.m. child will attend our after-school care club. Parents will be charged for attendance at the club.

Dream, Aspire, Achieve

Stay Safe at Hometown



Do not leave school grounds without permission
At the end of the school day (3:15p.m.) or after school club (4:15p.m.) stay inside the school gates unless:

- You are collected by a responsible person you know and expect.
- You have permission from your parent to go home alone or with friends.
- You have permission to wait outside the school gates to be collected by an adult.

Pick Up Problems? Pick Up NOT going to plan?

- The responsible person you know, has not arrived?
- You feel unsure or worried about pick up arrangements e.g. Forgotten about after school activity?
- Not sure whether you should go home with a friend?
- You have left the school grounds but there is a problem on the way home or at home e.g.
 - Someone has said or done something to upset you on the way home.
 - Nobody is in at home. You have lost your key!

Do the following immediately:

















- Return to the school reception → → → →
- Ask for help from an adult that works at Chesswood
- Do not leave the school until an adult that works at Chesswood has solved the problem with you

Dream, Aspire, Achieve



Uniform



BOYS*	GIRLS*
<p>Traditional Charcoal Grey school trousers or shorts</p>   <p>Not black or blue</p> <p>No particular make but they must be smart and 'suit-style' i.e. conservatively fitted (not over-tight, flared, loose, low slung, denim, or boot cut), no denim, cord or stretch material.</p>	<p>Charcoal Grey skirt or pinafore dress (lighter or darker) – No shorter than slightly above knee.</p>    <p>If selecting trousers or shorts – they must conform to the requirements for boys set out opposite.</p> <p>Summer Dress with white socks – Blue gingham check – as an alternative to the above at any time during the year.</p> 
<p>Blue school shirt</p>   <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building.</p>	<p>Blue shirt or blouse</p>   <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building – not at playtime. – the use of tailored girls shirts designed to fit outside of trousers does not change this expectation.</p>
<p>Tie must be worn with shirt. Only available from Broadwater Sports and school reception. Elasticated tie typically used in lower school – children move to traditional tie when able to tie independently – usually Y4 onwards.</p> 	<p>Tie must be worn with shirt. Only available from Broadwater Sports and school reception. Elasticated tie typically used in lower school – children move to traditional tie when able to tie independently – usually onwards.</p>  <p>from Y4</p>
  <p>School V Neck Jumper or Cardigan with school logo - Only available from Broadwater Sports</p>	  <p>School V Neck Jumper or Cardigan with school logo - Only available from Broadwater Sports</p>
<p>*Although the gender indication above is typically the uniform worn by boys and girls respectively. The uniform is not gender specific and is interchangeable to support a families preferences. Whatever preference exists though, full school uniform must be worn by each individual child.</p>	

Uniform Principles

- minimum cost of uniform for maximum wear
- avoid designating short term uniform
- we will provide for flexibility
- minimise branded school items
- encourage purchase pre-owned uniform
- informed choices on their identity and the uniform
- flexible to support children with specific medical and special educational
- do not encourage permanently branding uniform



Wrap Around Care

High Quality – Own Staff



- Breakfast Club
- 7:30 a.m. Onwards
- £4.50 per session
- Toast, cereal and fruit
- Fruit juice & milk
- Indoor and outdoor supervised play
- After School Club
- Infant and junior children
- Infant collection
- Food provided (opposite)
- End of school to:
 - 4:30 £6:00
 - 5:00 £8:00
 - 6:00 £10:50



What does the
evidence say?

Achievement Data



		Reading, Writing and Maths	Reading	Grammar, punctuation and spelling	Writing	Maths
2022	National	59%	74%	72%	69%	71%
	School	63%	75%	78%	69%	75%

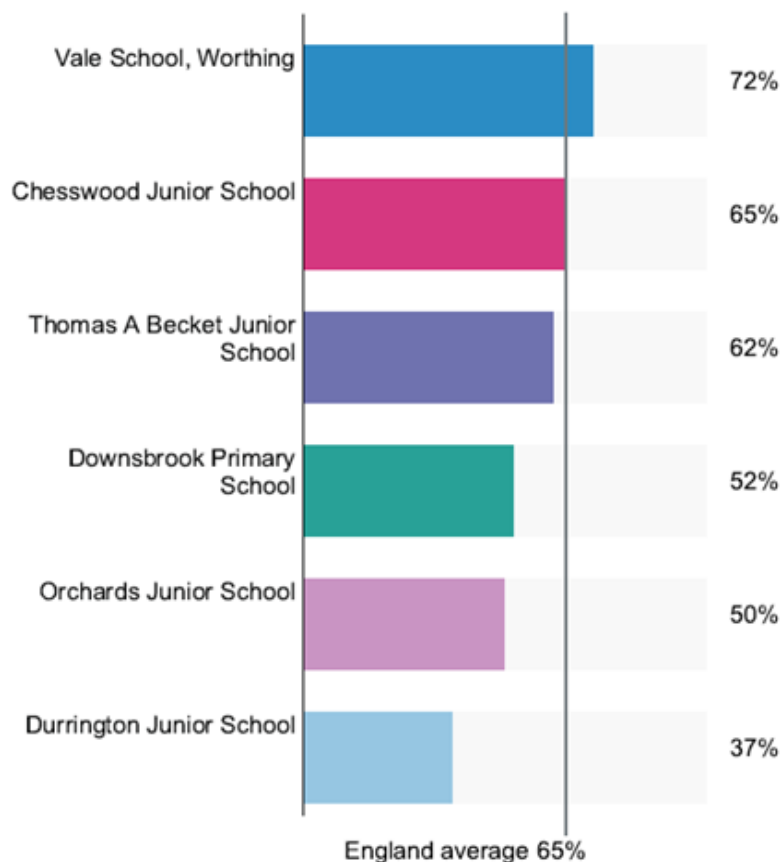
		Reading, Writing and Maths	Reading	Grammar, punctuation and spelling	Writing	Maths
2022	National	No National data available				
	School	1%	31%	42%	2%	21%



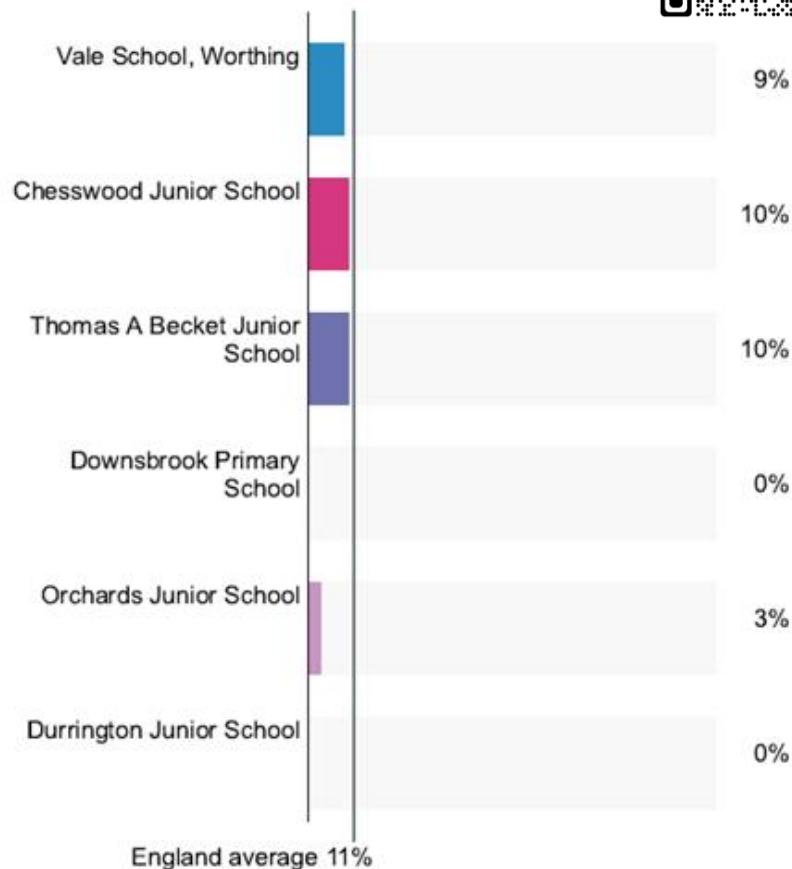
Local Benchmarks 2019



% of pupils meeting expected standard ?



% of pupils achieving at a higher standard ?

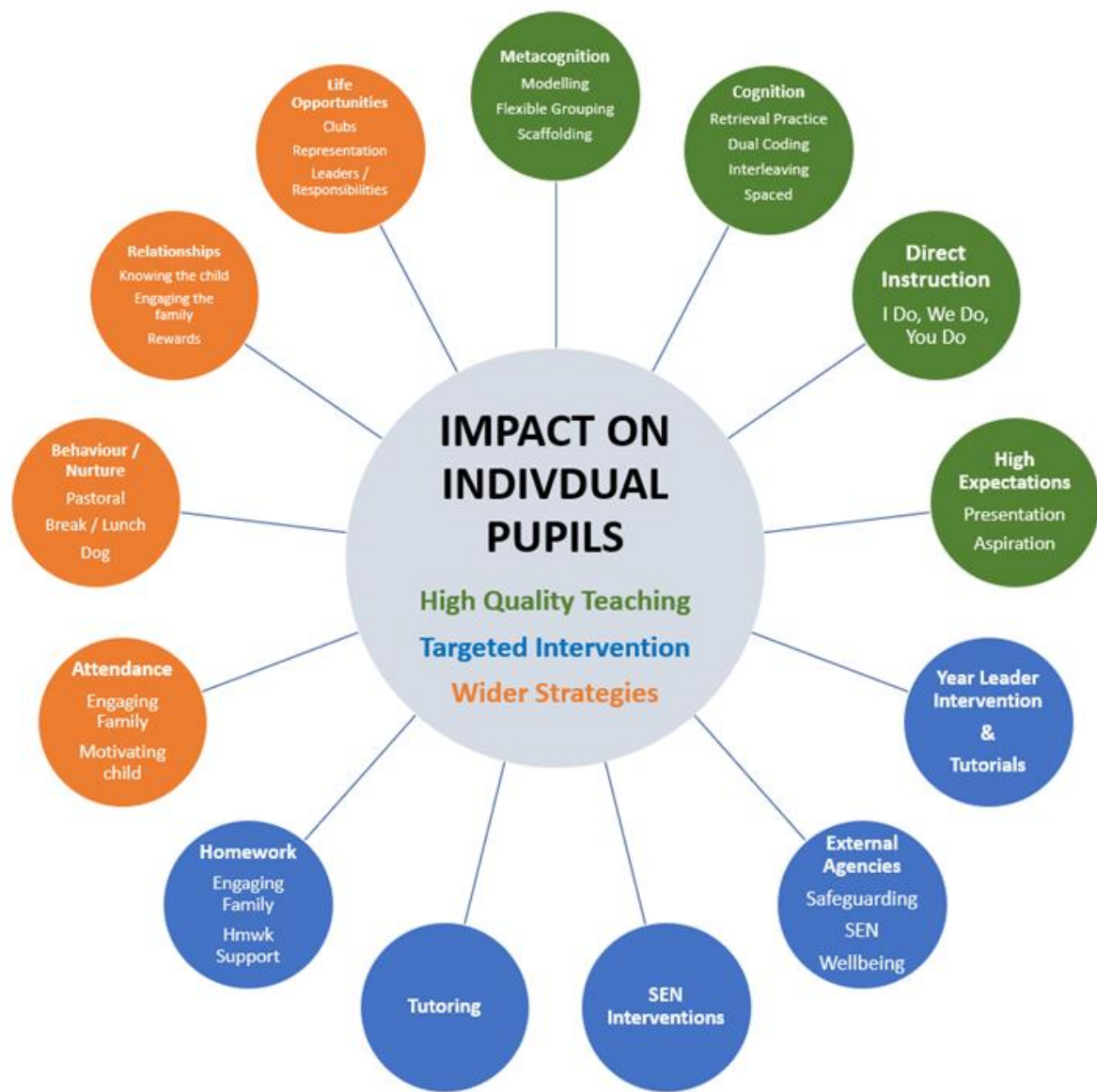


Important Note: Context Challenge PP, SEN, CLA; No benchmark data 2020-22

Chesswood is highly effective in securing RWM achievement for all

Dream, Aspire, Achieve – Be Extraordinary

Securing the best for every child



Ofsted Inspection 2017 Good

- Leaders and governors are **ambitious** for pupils
- teachers know and meet leaders' **high expectations** and work hard to support one another.
- Parents have great **trust** in the headteacher.
- The **rich and stimulating curriculum**, effectively meets the needs of pupils.
- Teachers have **high expectations** of what pupils can achieve in lessons
- develop pupils' **love for learning**.
- A strong culture of safeguarding exists **Pupils feel safe** and very well cared for.
- obvious care appreciated by parents, with one commenting: 'It's such a caring environment. With the teachers and support staff, **it's always children first.**'
- We have improved significantly since then...





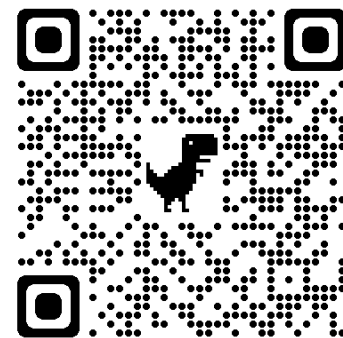
Our Development Priorities

1. Area Leadership - ownership, accountability and responsibility
2. Balancing workload demand, accountability and achievement
3. Curriculum: Intent, Implementation and Impact

What do parents say?

Ofsted – Parent View

Question	Agree+	Strongly Agree
My child is happy at this school.	97%	70%
My child feels safe at this school.	96%	80%
The school makes sure its pupils are well behaved.	97%	60%
My child has been bullied and the school dealt with the bullying quickly and effectively.	68% No Incident 83%	36%
The school makes me aware of what my child will learn during the year.	92%	46%
When I have raised concerns with the school they have been dealt with properly.	24% No concern 95%	70%
My child has SEND, and the school gives them the support they need to succeed.	92%	73%
The school has high expectations for my child.	93%	54%
My child does well at this school.	96%	63%
The school lets me know how my child is doing.	96%	61%
There is a good range of subjects available to my child at this school.	94%	57%
My child can take part in clubs and activities at this school.	99%	86%
The school supports my child's wider personal development.	93%	55%
I would recommend this school to another parent.	97%	

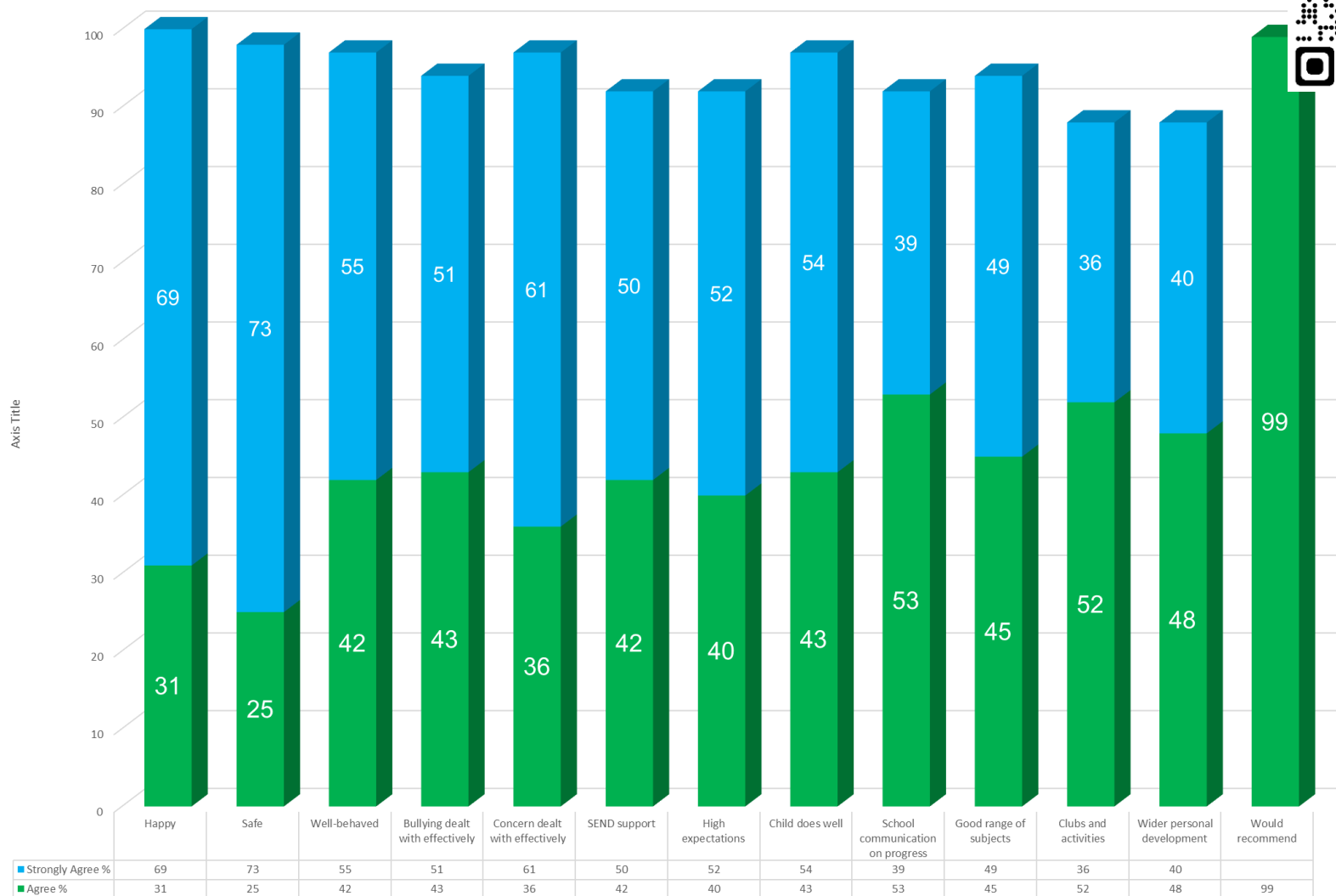




Internal: What do parents think? %



Ofsted Questionnaire - Parent Feedback - %



Dream, Aspire, Achieve – Be Extraordinary

- **Response to concerns**
- I am very impressed with the speed and efficiency any matters are dealt with by email
- Having previously raised a concern it was dealt with efficiently and genuinely tried to address the issue
- **Valuable Information**
- On all levels we have been well communicated with and we have felt well able to speak to all staff about concerns. Chesswood teachers are very good @ constructive feedback.
- **Well Led?**
- Absolutely, Chesswood school is governed and managed by competent, professional, kind-hearted staff and always putting children's education and safety first.
- **Recommend it?**
- Yes, very much so, we love Chesswood. 'Firm but fair, friendly and fun'.
- All of my 8 children have been to Chesswood so I am happy with it!

Unofficially😊!

14 mins • 

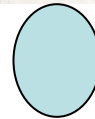
Can anyone give they're honest opinions on chesswood junior school please?



Like

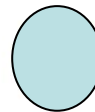


Comment



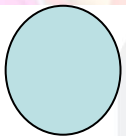
I worked there last year for 2 monrhrs and at the moment I am working with a lady that were TA SEN there and I should say its one of the best in Worthing

8 m Like Reply



I love it 😊 daughter has been there for just over a year and so happy there. We knew as soon as we walked around at the open day/evening that it was the right school for her!

10 m Like Reply



Love it. Great community. Gone from strength to strength over the past 7 years we have been there. Obviously a personal opinion but recommend you go see for yourself and get a feel for the place

10 m Like Reply



Lovely school, they do amazing things there, all my three have been very happy. My daughter is so looking forward to be helping at the open evening tomorrow x

7 m Like Reply



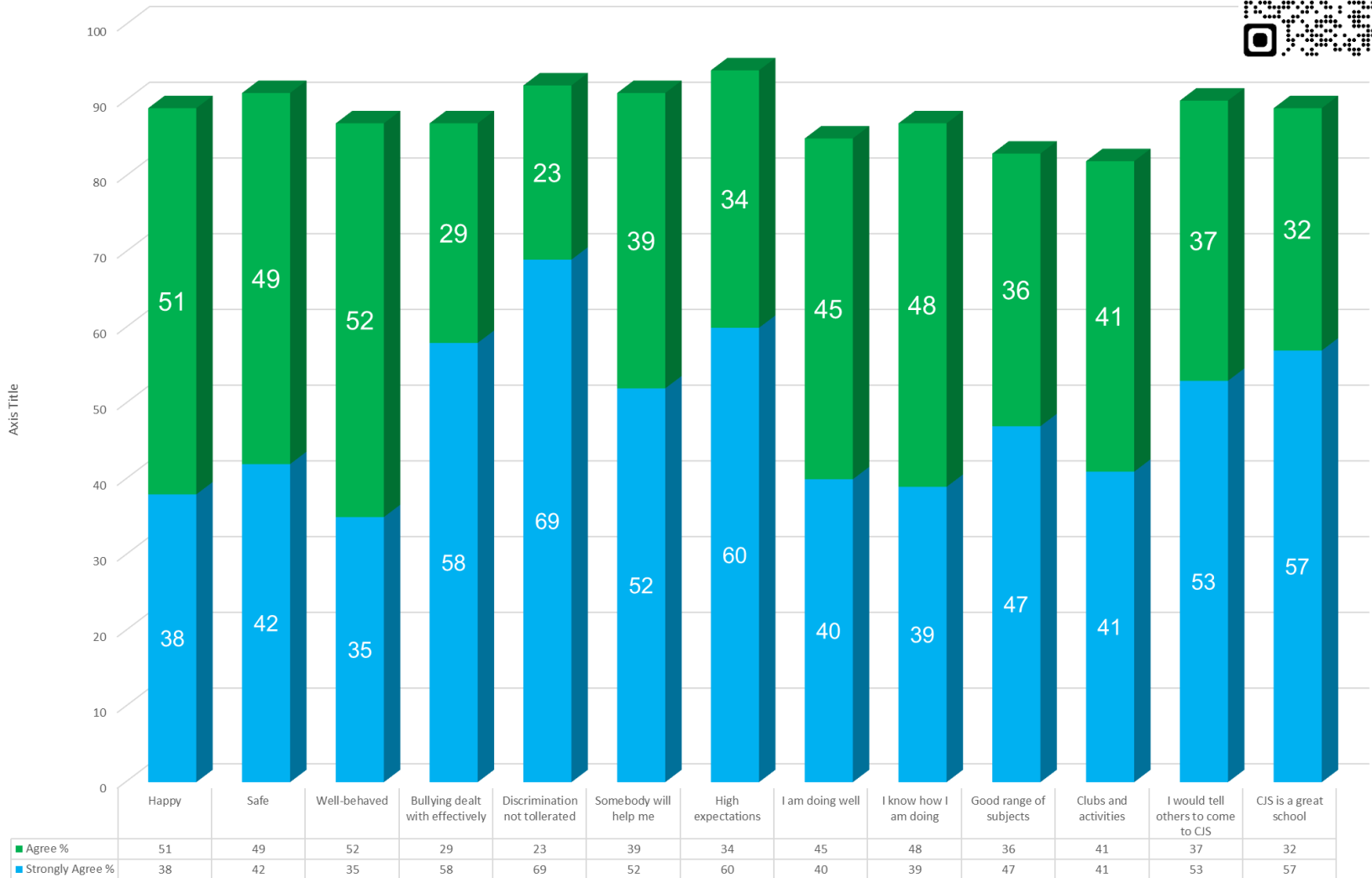
Children's opinions



What do the children think? %



Child Questionnaire Feedback - %





Best things about Mighty Chesswood

- I love the teachers
- I love how kind everyone is
- They have great teachers and brilliant assistants
- How competitive and positive it is and just in general everything is so amazing and fun, I always end up having a good time!
- One of the best things in Chesswood is that we have a bright spark code to keep us well behaved
- How safe they keep the students especially during covid -19
- The teachers and teaching assistants are super **FRIENDLY!!!!!!!!!!**
- All the teachers are very nice and I feel at home!
- Everyone follows the bright spark code so there are a lot of friend that will be kind to me and others
- They honestly care about you as a person
- They push you to do your best

Here Every day Pastoral







HOME>PASTORAL>...

Safeguarding

cplo@Chesswood.w-sussex.sch.uk

- Bluebell
- Level 1-4
- Early Help
- MASH



Pastoral

sharvey@Chesswood.w-sussex.sch.uk

- Bluebell
- Learning Mentors
- Individual & Groups
- Social
- Emotional
- Mental Health
- Behaviour
- Attendance

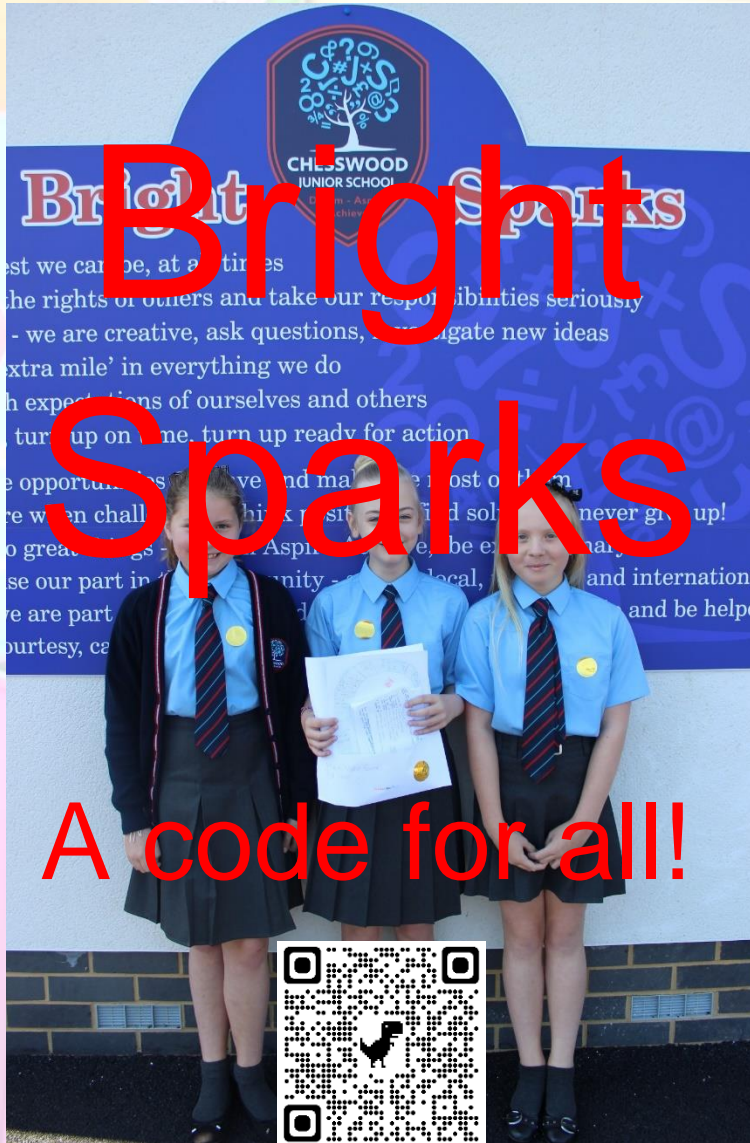


SEN

vradcliffe@Chesswood.w-sussex.sch.uk

- Snowdrop
- Screening
- Passports
- School Support
- EHCP





Chesswood Bright-Sparks

Be the best we can be, at all times

Respect the rights of others and take our responsibilities seriously

Innovate – we are creative, ask questions, investigate new ideas

Go “the extra mile” in everything we do

Hold high expectations of ourselves and others

Turn up, turn up on time, turn up ready for action

Seize the opportunities we have and make the most of them

Persevere when challenged – think positively, find solutions, never give up!

Aspire to great things – ‘Dream Aspire Achieve,’ be extraordinary

Recognise our part in the community – school, local, national and international

Know we are part of the Chesswood team – we are willing to help and be helped

Show courtesy, care and kindness, all of the time

- 10+ Years
- Embedded
- All recruitment
- The foundation of a high performing team



Staff Code of Conduct

All staff and governors must proactively support the school vision throughout their time at Chesswood:

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

In order to achieve our vision and maintain a positive inclusive culture all members of our community **must agree and proactively seek to promote the following values** with children and adults alike – consistently and throughout their employment or voluntary service at Chesswood Junior School – they are of fundamental importance:

- **Safeguarding** – *The welfare of children and young people is paramount – know, understand and apply core policy and practice consistently.*
- **Acceptance and freedom** – *allowing others to express thoughts, actions and feelings positively.*
- **Honest, open and frequent communication** – *listening, understanding, discussing and confronting.*
- **Inclusion and equity** – *Empowerment and involvement of members of the school community.*
- **A compassionate community** – *caring, empathy, collaboration and co-operation.*
- **A positive reality** – *solution focussed, expect success, 'looking on the bright side'*
- **Personal responsibilities** – *personal professionalism, assertiveness, commitment, confidentiality, responsibility and accountability.*
- **Drive and determination** – *Be pro-active; Maintain high expectations for yourself and others: Be an important part of ensuring Chesswood Junior School is exceptional.*
- **A shared purpose** – *vision, mission, aims and objectives; know and tangibly support them*
- **Acknowledgement of others** – *achievements, ideas and efforts of others*
- **Team work** – *shared trust, collaboration, respecting the agreed decision making process & finite professional time of others.*

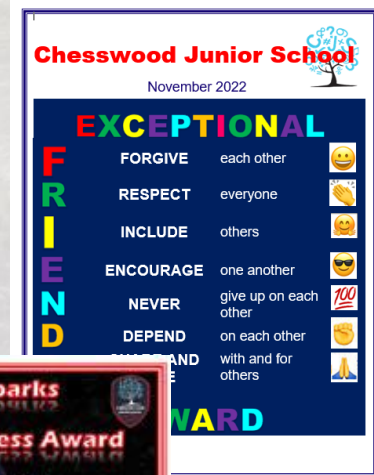
This list is not exhaustive, staff and volunteers should use it to guide wider actions in the 'spirit' of the code.



Dream, Aspire, Achieve – Be Extraordinary



Positive Community



Dream, Aspire, Achieve – Be Extraordinary

Clear and transparent

Lunchtime slide show and posters ☺

Want to stay in school at play and lunch time?
KEEP CALM & LEARN

You are allowed in school at breaktimes if -

- you are going to the toilet - alone
- you are in a corridor or shared area (NOT Classroom)
- you remain calm and focused
- you are taking part in a learning or game activity
- you only use iPads for   

You must not -

- be in a classroom without an adult
- travel faster than walking speed
- enter a toilet with a friend
- sit and chat with friends - you can do that outside
- draw attention to yourself - calm and quiet

Active listening helps everyone, especially you ☺



Mobile Phones must be switched off AT ALL TIMES on school premises



- You may only bring a mobile phone to school if you walk to or from home without adult supervision
- You are responsible for its safety
- Your phone must be placed in your pocket during the day - it must not be brought out, seen by others, or used at any time for any reason.
- If you do not follow the rules above your phone will be confiscated and a detention will be issued - as a minimum.

Corridor Courtesy



- Walk sensibly and calmly, at all times.
- Walk on the left, whenever possible.
- Walk in pairs, if you like, but be ready to walk in single file, when the corridor is busy.
- Walk close to the walls but do not brush along walls or displays.
- COURTESY, CARE and KINDNESS - ALWAYS:

- Politely greet others ☺, say 'hello'.
- Hold the door open for the person behind you ☺ - do not stay all day!
- Let adults through a door first ☺ - always!

Bright Sparks Community Code: Hold high expectations of ourselves and others, show courtesy, care and kindness at all times. Dream Aspire Achieve

Safety First Seen this?!



Use these 

Record it and report it

Operation Crackdown

www.operationcrackdown.org/

Dream Aspire Achieve

Return Equipment NOW

- Quickly
- Calmly
- Carefully
- Silently

2 Mins MAX!



WHO YOU GONNA CALL?

If you are worried or upset...  **about anything !**

Speak to any adult you feel happiest with. One of the following adults would be a good start if you are not sure - Your teacher OR ...

								
Mrs. Butler	Miss Main	Mrs. Oswald	Mrs. Harvey	Mrs. Beech	Mrs. Rainford	Miss Taylor	Mr. Himsforth	Mr. Jolley

When positivity is not enough!

Basic Principles

- Children are happier with boundaries and certainty
- Needs of children – ALL
- Whole picture – as far as possible
- Beyond reasonable doubt
- Past – reflection, similar behaviours
- Justice – put it right
- Future – reduce risk of same behaviour in future

Almost all behaviour

- Time Zones 1,3,5,10
 - Class, break, lunch
- Promises and promise cards

Putting things right

- Comic Strip Conversations
- Social Stories
- Letters of apology

Some Behaviour

- Community Task
- Report Cards
- Supported Play Times
- Lunch reflect & restore
- After school reflect & restore
- Internal Exclusion – Calm down rooms
- Temporary School Exclusion
- Permanent Exclusion

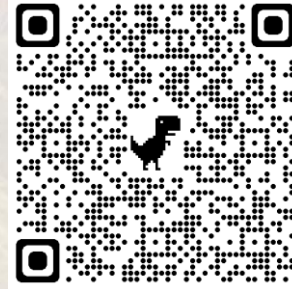
Zero Tolerance

- Bullying
 - Equalities
 - Physical
 - Emotional
 - Cyber





Turn Up – 96% minimum



How much time is really missed?

Average Attendance	<u>Years</u> absent from school
95%	1 year absent in 20 (approximately six months over whole school life)
90%	1 year absent in 10
80%	1 year absent in every 5
75%	1 year absent in every 4
66%	1 year absent in every 3

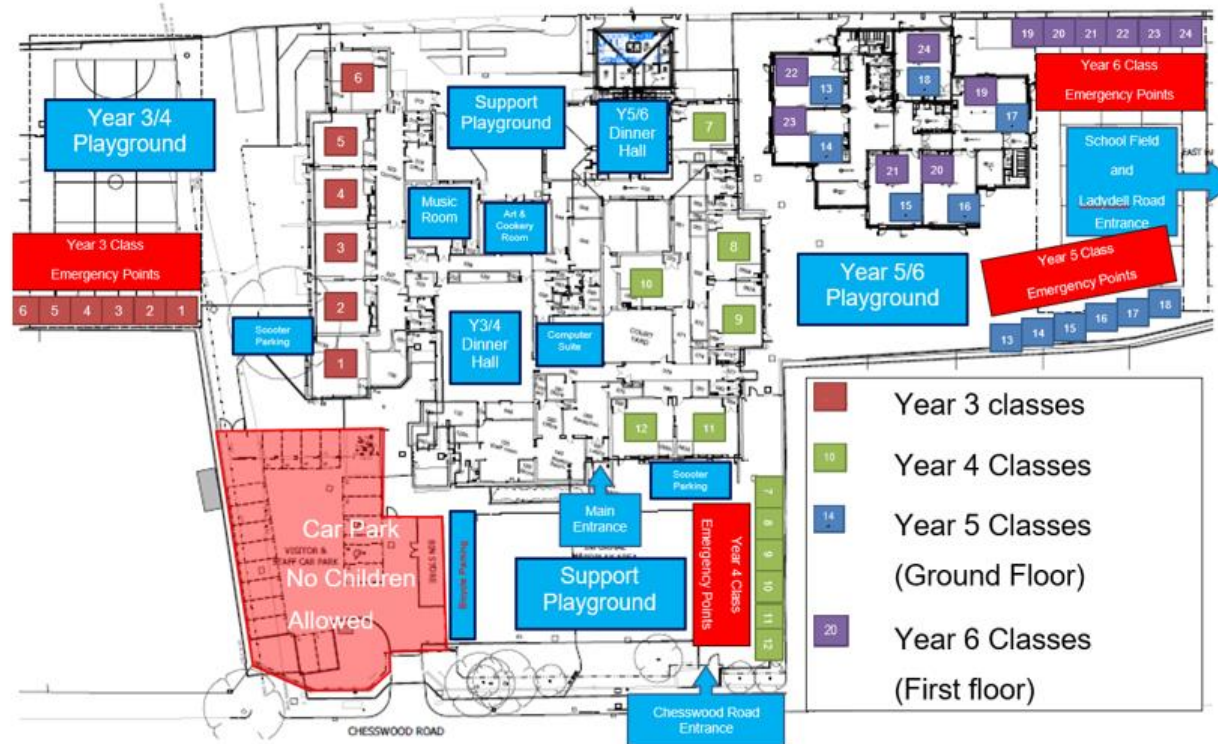
Turn up, Turn up on time, Turn up ready for action...

Dream **Aspire** Achieve

Dream, Aspire, Achieve – Be Extraordinary

Emergency Procedures

Evacuation – Emergency Muster Points



1. Out
 2. Counted
 3. Safe
- <4 mins



Learning



Chesswood Curriculum

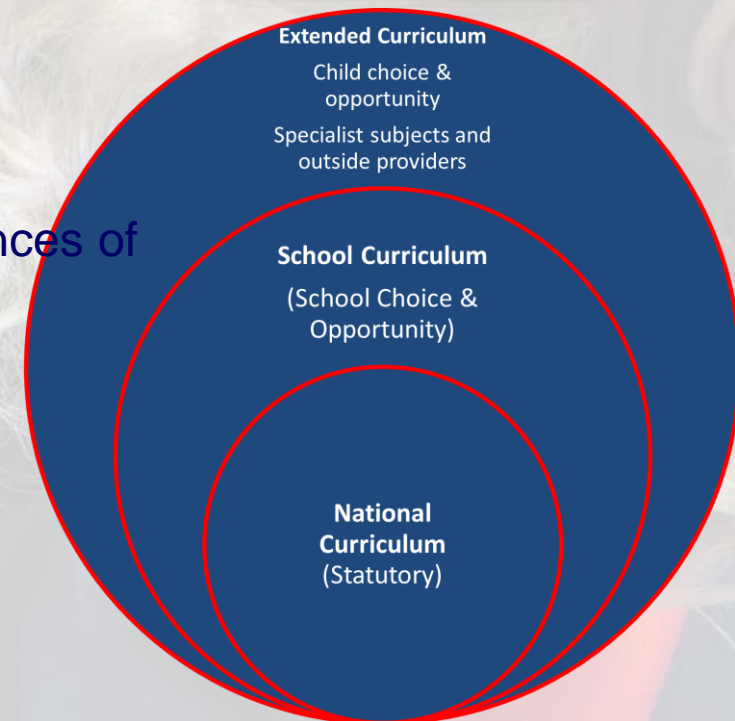
- **National Curriculum**

- “...provides pupils with an **introduction to the essential knowledge** that they need to be educated citizens”
- “The National Curriculum is just one element in the education of every child.”



- **School Curriculum**

- “..prepare pupils at the school for the opportunities, responsibilities and experiences of later life.”
- “To enrich pupils’ learning and reflect the distinctive character of the school.”



Principles

- **Balanced**
 - Time and timing
- **Real, Relevant and Engaging**
 - Child at the centre
 - NOT a mystery tour
- **Knowledge Rich**
 - Knowledge, skills, concepts & vocabulary
- **Cognitively Challenging**
 - Depth and breadth
 - Complexity
- **Inclusive**
 - **From where you are 😊**



Subject Time Priority Guide

1

- 25%+
- English
- Maths

2

- 7%+
- Science
- Physical Education

3

- 3%+
- Music
- PSHCE
- Enriched Curriculum

4

- 2%+
- Art & Design
- Computing
- Design Technology
- Geography
- History
- Religious Education

5

- 1%+
- Languages

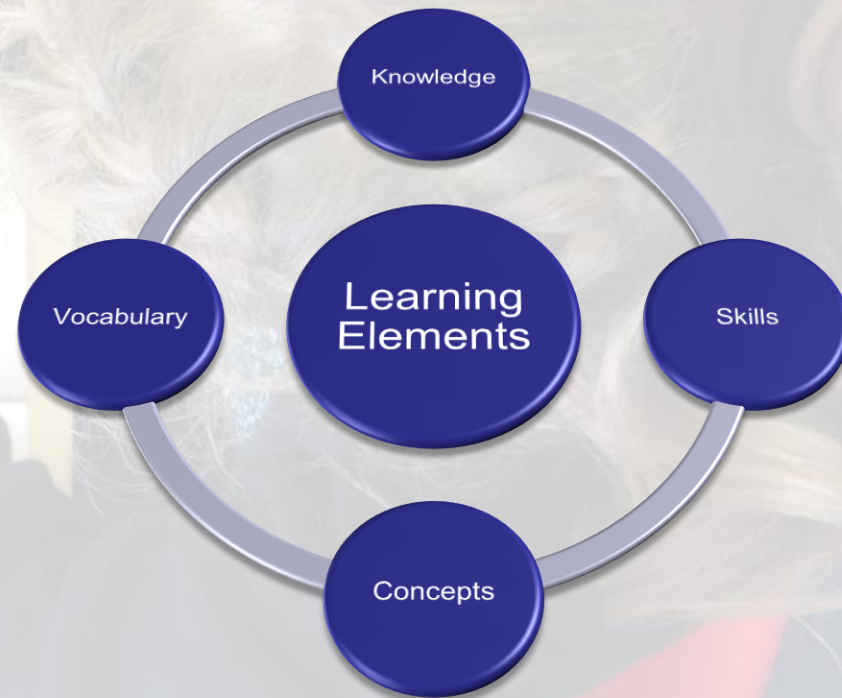




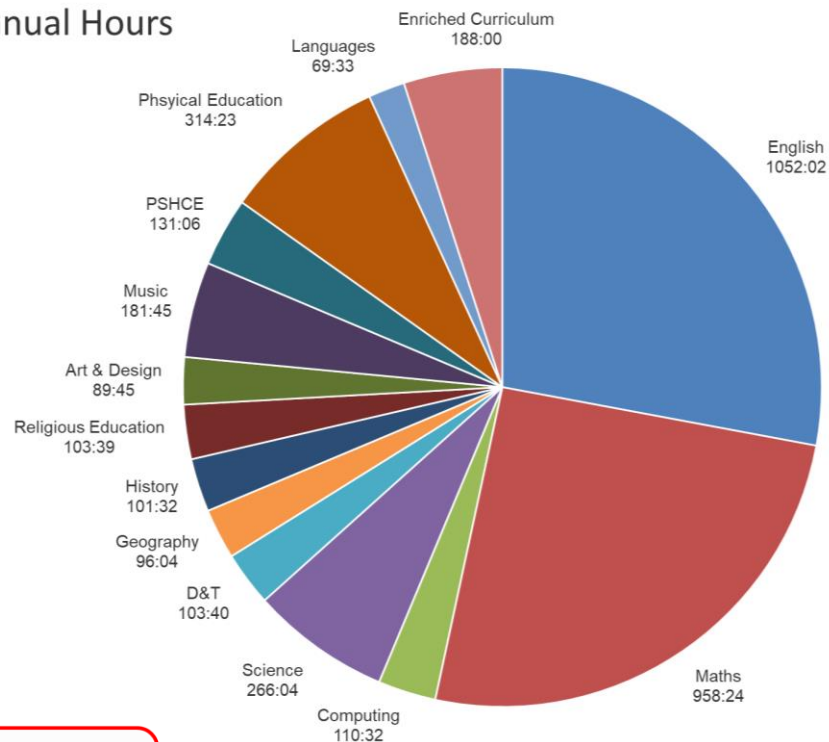
What has
been
learnt

Optimise learning within
the time available:
25 hours
940 hours
3752 hours

What has
been
done



Annual Hours



- **The Plan**
- Ethos, Principles & Drivers
- Structure & Framework
- Real relevant & engaging
- Breadth and balance
- Time proportions - LTP
- Coherence & Content - KSCV - MTP
- Consciousness & opportunities - national curriculum, school and extended curriculum
- Outcome expected - Bloom's Taxonomy

Intended Curriculum

Enacted Curriculum

- **The Reality**
- Consistency
- with long term plan
- between teachers
- Short term planning
- adjust for children
- real, relevant & engaging

- **The Check**
- Informal or formal
- Summative v formative
- Quiz, Task or test
- Recording and reporting

Assessed Curriculum

Learned Curriculum

- **The Outcome**
- KSCV - Retention & Use
- Blooms Taxonomy - Remember, understand, apply, analyse, evaluate, create

Curriculum and learning time and enrichment



C&L Sprial Periods

*Lesson, Day,
Week, Term
Year, Phase,
Key Stage*



Autumn Year 3 Long Term Planning

Subject	Time Available		349:42	Allocated Time		349:43	Allocated Balance		- 00:00	Allocated %		100%	Time Overview		
	Curriculum Weeks		14.0	Planned Time		351:32	Planned Balance		- 01:49	Planned %		101%			
	Theme	Guide Time		Theme	Guide Time		Theme	Guide Time		Theme	Guide Time				
	Discrete			Why are humans animals too?			Why are humans animals too?			Stones and bones					
I.C.T.	Total Time		02:00	Total Time		05:00	Total Time		00:00	Total Time		00:00	Planned	07:00	18:50
	E Safety - protect our personal online (Avatarz)		02:00	We Are Communicators - Email, internet research and touch typing		04:00							Allocated	06:59	18:48
				We Are Communicators - Email, internet research and touch typing (YGA)		01:00							Difference	- 00:00	- 00:02
Science	Total Time		00:00	Total Time		15:00	Total Time		00:00	Total Time		13:30	Planned	28:30	72:00
				We Are Biologists - Animals including humans		14:00				We Are Chemists - Rocks and Soil		12:00	Allocated	27:58	71:44
				Animals including humans - Zoolab		01:00				Rocks (properties of materials/ fossils) (YGA3)		01:30	Difference	- 00:31	- 00:15
D&T	Total Time		06:00	Total Time		04:40	Total Time		00:00	Total Time		00:00	Planned	10:40	28:40
	We are Textile Designers - Purse Making		06:00	We are Chefs - Nutrition - Soup Making		04:10							Allocated	10:29	27:37
				Nutrition - Soup Making (YGA)		00:30							Difference	- 00:10	- 01:02
Geography	Total Time		07:00	Total Time		00:00	Total Time		00:00	Total Time		00:00	Planned	07:00	22:30
	We Are Townplanners		06:00										Allocated	06:59	22:34
	Unplanned time (YGA?)		01:00										Difference	- 00:00	00:04
History	Total Time		00:00	Total Time		00:00	Total Time		00:30	Total Time		09:30	Planned	10:00	19:30
										Early British Settlers		09:30	Allocated	09:47	19:28
							Unplanned time		00:30				Difference	- 00:12	- 00:01
R.E.	Total Time		03:30	Total Time		03:30	Total Time		03:30	Total Time		00:00	Planned	10:30	28:15
	Hinduism - Festivals (Diwali)		03:00	Christianity - Festivals (Christmas)		02:30	REPhare Assembly		03:30				Allocated	10:29	27:28
	Hinduism (YGA)		00:30	Christianity (YGA)		01:00							Difference	- 00:00	- 00:46
Art	Total Time		01:00	Total Time		00:00	Total Time		00:00	Total Time		06:30	Planned	07:30	24:30
	Sketching Spheres		01:00							Calder Mobiles		06:00	Allocated	06:59	24:07
										Calder (YGA)		00:30	Difference	- 00:30	- 00:22
Music	Total Time		03:30	Total Time		07:00	Total Time		07:00	Total Time		00:00	Planned	17:30	44:15
	Singing Assembly		03:30	The Sarcophagus Apprentice & The Orchestra		07:00	Animal Fables		07:00				Allocated	17:29	45:01
													Difference	- 00:00	00:46
PSHE	Total Time		07:00	Total Time		05:00	Total Time		00:00	Total Time		00:00	Planned	12:00	35:20
	PSHE Assembly 14 (Phare) - active listening, Partner Role, Anti Bullying Week, ZafR		03:30	Class based PSHE unit - Our Happy School, Out and About		05:00							Allocated	11:39	35:13
													Difference	- 00:20	- 00:06
P.E.	Total Time		08:00	Total Time		13:00	Total Time		04:00	Total Time		03:00	Planned	28:00	74:30
	Gymnastics 1		04:00	Invasion 1 - Football, Rugby, Hockey		12:00	Target - New Age Curling		03:00	CJSPE - Scooter Skills & Road Safety		03:00	Allocated	27:58	75:12
	Intra Dance		04:00	Athlete - Endurance Running		01:00	Adventure - Where are we?		01:00				Difference	- 00:01	00:42
Languages	Total Time		07:00	Total Time		00:00	Total Time		00:00	Total Time		00:00	Planned	07:00	18:30
	French - Numbers, Greeting, Introductions, Christmas		07:00										Allocated	06:59	18:48
													Difference	- 00:00	00:18
Enriched Curriculum	Total Time		07:00	Total Time		03:30	Total Time		00:00	Total Time		00:00	Planned	10:30	43:15
	Christmas Fayre		02:00	Assembly People Places and events		03:30							Allocated	10:30	43:15
	Christmas Carol Concert		05:00										Difference	00:00	00:00

Curriculum Drivers

- **Creativity
Confidence and
Competence**

- Creative Thinking
- Creative Arts
- Technology

- **Life Opportunities**

- Skills now – employment later!
 - Specialist Subjects
 - Real Relevant and Engaging
 - Learning Pit
- Community engagement
 - Bright Sparks
 - Pupil Leaders

- **Community**

- **Local**

- Jack on the Green – Lanterns – Community Festival
- Homefield Park – playground
- Choir - Shops, town centre, residential homes
- Children's Parade
- Worthing Churches Homeless Project (harvest)
- Infant School Sports Days and Festivals
- Inter School Sport

- **National**

- Goodwood – Goblin Cars
- Wembley Choir
- Armed Forces Day
- Remembrance Day – Town Hall

- **International**

- Euro Disney
- Philippines Appeal
- Nepal Appeal

Life Opportunities



About Me

Hi! My name is Hanga Kaseel, I'm a 9 year old girl who loves sports. I like with my Mum, Dad, sister and dog who's name is Tigger. In gymnastics I have been 2 competitions and been awarded a certificate saying I'm in stage 3 however, I don't only like that sport I like running, basketball and netball but my most favourite sport is swimming. I go every Monday with my mum and I love it.

Attitude

I have a positive attitude, I always try to look on the bright side even in bad situations. I am eager to do my work as I know it will help my education. I try my best to carry on in work even if I get it all wrong for example a few days ago I got all the answers wrong in the second column but Miss Price said to try again and I got them all right!

Creativity

I have good creativity skills as I love thinking outside the box. If I have new ideas I love using them for example instead of drawing a picture I could paint it and be more creative with the way I use the colors or if I have an idea I can sketch it out.

Relationships

I have good relationships with my friends and family. I have good relationships with my friends and family. I have good relationships with my friends and family.

Organisation

I have good organisation skills as I always bring the things I need into school for example plastic, pencil case, water bottle, lunch box and book. Also last year when I was a junior librarian I had to order a whole library into letter order. I complete homework at all times and make sure I understand it, that shows I'm organised.

Olanna Procter-Mitchell's CV

I have always been an incredibly efficient, creative and inspiring person. During secondary school and through various projects of school interest, I have shown participation skills, overall in being a lot of people when it comes to being a team. I know that if I try my best, I will do my best, and I ALWAYS try my best.

Attitude

ATTITUDE A GREAT ATTITUDE TO LEADERSHIP, jobs and school is incredibly important for success. I know I have more experience than, I think, getting it right and I know I have shown myself to be the best I can be. In addition to this, I know that to be the best, I have to be competitive. I have to push myself, everything I do. This shows I have the right attitude to get any of my dream jobs.

Commitment

CREATIVITY IS A MAJOR PART of being a Sports and Leisure Leader, so you have to creatively create new, more fun games and ideas for Leaders. To add to this, I have shown myself to be a team player. I have shown myself to be a team player. I have shown myself to be a team player.

Relationships

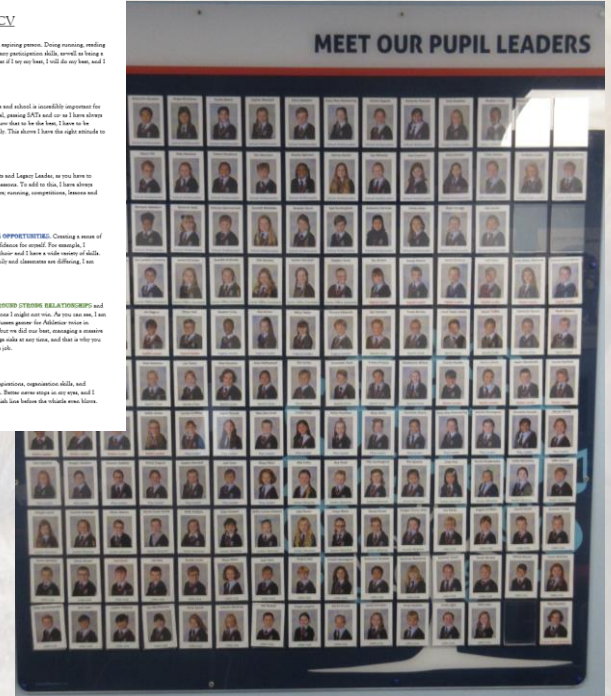
PARTICIPATION LEADS TO BEING A GREAT OPPORTUNITY. Creating a sense of excitement around me helps to build confidence for myself. For example, I participate in many clubs, running, football, netball, chess and I have a wide variety of skills. Furthermore, when relationships between friends, family and classmates are difficult, I am always ready to help, and manage difficult situations.

Organisation

MANAGING RISK CIRCULATES CONSTANTLY AROUND OTHER RELATIONSHIPS and great attitude. I am sure I might have, go to competition I might not win. As you can see, I am a person interested in sports, and I have been in the future games for a long time. In previous years, the school did not win either of them, but we did not lose, managing a sense of risk for ourselves, and our school. I am ready to manage risk in my time, and that is why you should employ me, and have I know I am right for this job.

Dream, Aspire, Achieve

TO CONCLUDE, I know that this CV has shown my experience, organisation skills, and creative attitude to work, meaning as a solid person. Better score steps in my time, and I know that as a team to be the best, I would give the best. Last but not least, the whole team knows.



- Little Links
- House Captain
- School Environment Leader
- Young Interpreter
- Young Governors
- Sports Leaders
- Play Equipment Monitor
- Junior Office Assistants
- Pupil Librarians
- Music Leader
- Digital Leaders
- School Ambassadors
- Young Interpreters
- Maths Leaders

I think I would be good at this role because I'm very bubbly and I love meeting new people. I think I've been at the school long enough to know all the rooms and all the lovely teachers. **I really want to do this role because I love this school and I really love going here and I would show other people how brilliant it is.** Thank you for reading my letter. **Alice Y5**

I would love to be a school ambassador because **I feel so happy at Chesswood and very proud of my school.** I am very sociable and would be confident showing people around the school. **Doris Y5**

Dear Mr Jolley,

I think I should be picked because I have a great sense of humour. I would be good at attending school functions. I have a love for ICT so I find 'share success on the internet' would be for me. **I love meeting new adults but I get a bit tingly with new children** but apart from that I would be good for this.

Sam Y3

I would be a great School Environment Leader because I love to keep things tidy. I will be great at this job because **I respect the environment like my life and I love how beautiful the world is when it is litter free.** **Carly Y3**

Attitude

Try new things



Managing distractions



Determination



Self-knowledge, belief, confidence



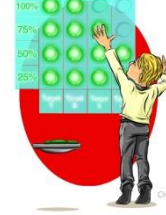
Motivation



Absorption



Aspiration



Competitiveness



Creativity

Making choices



Imagining



Enquiring



Reasoning



Problem Solving



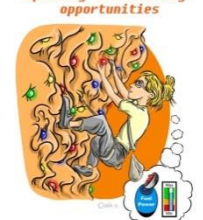
Lateral thinking, ideas generation



Innovation



Spotting and creating opportunities



Relationships

Working with others



Building friendships



Empathy



Presentation



Negotiation, persuasion, influence



Communication



Participation



Managing difficult situations



Organisation

Self-Management



Managing Resources



Decision Making



Vision/goal setting



Planning



Research



Managing Risk



ACRO in Action

Job Profile



Alex Walter

Job Title: Advanced Paramedic Practitioner

Job Profile: APPs look after ill and injured people. They work in many parts of the NHS, not just on ambulances. Alex works in the Doctor's surgery looking after ill people who may have been ill for just a few days or for many years. APPs work out what is wrong with a person and then try to make them better with different treatments and medicines.

Subjects: English, Maths, Science, PHSE

Key Skills

A ttitude	Self Knowledge, belief, confidence. You have to have the knowledge to be able to help people, be confident in your decisions and believe in yourself, so your patient's believe in you and your diagnosis and treatment.
C reativity	Enquiring—you have to be able to take a history from the patients about their problem / illness. Problem Solving—you have to be able to work out what is wrong with your patient.
R elationships	Empathy—when people are very ill and you need to explain this to them, you have to understand how they are feeling. Communication—most of the job is about talking to people!
O rganisation	Decision Making—you must be able to diagnose your patient. Research—you have to keep learning about the latest new treatments available for your patient through your own research.

What I love about my job: Making a positive difference to people's lives everyday.

ACRO in Action

Job Profile



Graham Carter

Job Title: Engineering Geologist

Job Profile: Tests soil for land contamination and for building regulations. They look at the risks of building in a certain area.

Important Subjects: Science / Maths / Geography

Key Skills

A ttitude	Focus—you will often be the only engineer on site doing your job, so it is important that you can focus on what you need to do and that you can work on a task independently with self-motivation.
C reativity	Although factual knowledge is important so are creative skills. You may need design a website and publicity material generating new and innovative ideas.
R elationships	Relationships with other professionals are important. When you are on a site testing you will work with lots of other people such as architects, council officers and surveyors. You need to be able to communicate clearly and confidently.
O rganisation	Managing risk is a large part of my job. It is very powerful so has to be used safely.

What I love about my job: I love the fact that I can work in different places and work with lots of different people.



Y3 We Are Chefs: Pizza Making—Knowledge Organiser

Key Knowledge

Learn this information

To choose ingredients from all 5 food groups (Eatwell plate) to design a healthy pizza:

Fruit and vegetables

Carbohydrates

Protein

Dairy

Fats (including oils and sugar)



How to measure accurately using an electronic scale: **Put empty bowl on scales, turn on** and ensure they are on zero, if not press on/off button again. **Wait until display shows 0.**

To switch between **units** tap **unit** to scroll through.



How to make pizza dough: **Combine ingredients, knead** dough '**heel, flip, turn**' method, **roll** dough to shape using **rolling pin**.

How to roll dough: Using a floured work surface, apply pressure with rolling pin to the dough mixture and roll away from you, rotate dough and repeat until you have reached desired shape/thickness.

How to **bake** using an **oven**—plug in, switch plug on, preheat the oven by selecting correct temperature by turning the dial and the time required - **timer must be on for oven to heat up.**

How to use an **oven** safely with **high temperature**—**use oven gloves** to open oven and stand back to allow any steam to escape, **use oven gloves with both hands when handling hot tray** and use **cooling rack** next to the oven (on the same work surface) to cool tray - leave for at least 10 minutes. Turn oven off by turning timer dial to 0 and switch the plug off at the mains.

Key Skills

Practise and perform these skills

To **chop, peel and grate** vegetables safely using the most appropriate techniques to attain my cookery skills **grade one** certificate.

To **chop** using the '**bridge hold**'— **Using one hand, make a bridge over the vegetable or fruit with fingers on one side and thumb on the other, cut down under the 'bridge'.**



'Knife goes under the bridge, through the tunnel, then chops down'.

To **chop** safely— using the **claw** - tucking in thumb or fork



Fork hold

To **grate** safely using a grater— grate away from self, grater positioned downwards against chopping board.



To **peel** safely using a peeler— peel away from self, peel middle of vegetable, rotate vegetable.



To **measure** accurately using both: **Measuring jug** (ml) - fill liquid until it reaches required amount looking at the line carefully, pour some away if there is too much. And **electronic scale** (g).



To **knead** dough— using the '**heel, flip, turn**' method.

To **roll** dough— using a rolling pin and regularly applying flour to avoid dough sticking to surface and rolling pin.



Bake using a hot oven and handle a **hot baking tray** safely wearing **oven gloves**.



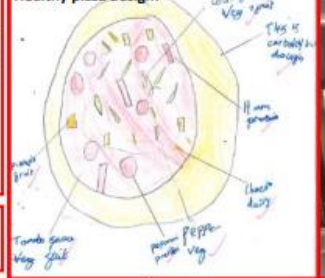
Follow a recipe understanding some abbreviations, such as **tsp** = **teaspoon** and **tbsp.** = **tablespoon**.

Key Vocabulary

Understand these key words

Word	Definition
Rolling pin	A hard, smooth cylinder of wood or marble with handles at each end. It is used to roll out dough.
Oven gloves	A padded glove or mitten used to handle cooking utensils and dishes when they are too hot to touch with bare hands; oven mitt.
Bridge hold	Cutting technique whereby one hand is used to make a bridge over the vegetable or fruit with fingers on one side and thumb on the other.
Dough	A thick mixture of flour and a liquid such as water or milk that is prepared for baking into bread or cake.
Knead	To work and press dough with the palms of the hands or mechanically, to develop the gluten in the flour.
Roll	Applying pressure to dough using a rolling pin to flatten dough and make it even in thickness.
Cooling rack	A kitchen tool used to allow various cooked items such as breads, cakes, meats etc. to be placed and cooled or rested immediately after the cooking process.
Bake	To cook by dry heat, usually in the oven.
Pinch	A pinch is the trifling amount you can hold between your thumb and forefinger.
Combine	To bring or join together into a whole.
tsp	Teaspoon.
tbsp.	Tablespoon.

Healthy pizza design:





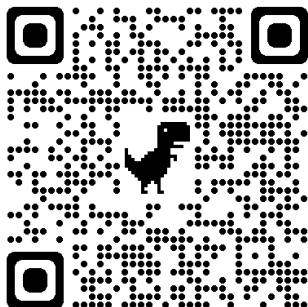
Junior Governors

- Attend Meetings and take an active part in discussions
- Talk to our class, take notes and report back what they say
- Present ideas to the class (charities, fayres, discos)
- Talk about school issues and possible solutions
- Ask about areas of school life
- Explain our ideas and listen to classmate's ideas
- Report back to class what has been decided at meetings
- Be involved in work and projects
- Take part in interviewing
- Communicate with lots of different people
- Help create reports and messages

4LB - Millie 	4LB - Kaiden 	4LH - Jason 	4LH - Siya 	4MP - Sonny 	4MP - Joao 
5AL - Hridishtitha 	5AL - Jensen 	5CL - Mohammed 	5CL - Jessica 	5HM - Emilia 	5HM - Leon 
5JS - Kaiden 	5JS - Ophelia 	5ML - Tallulah 	5ML - Alfie 	6AH - Ben 	6AH - Franky 
6NB - Maiya 	6NB - Lochlan 	6NS - Val 	6NS - Karen 	6PO - Barnaby 	6PO - Isla 
6RW - Jake 	6RW - Katerina 	6SJ - Emily 	6SJ - Michael 		

Extra Curricular Clubs

Sports	Sports	The Art	Other	Music
Athletics Cricket Disco Dancing Football Girls football Gymnastics Hockey Karate Cheerleading Basketball Capoeira	Multi-skills Games Netball Summer Sports Dance Running Club Table Tennis Tag Rugby Short Tennis Chelsea Football Stoolball Rounders	Art Art & Craft Mindfulness Colouring Drama Paper Craft	The Outdoors Project Share-a-book Chess Computing Enterprise Library Skills Science Top trumps Nature documentaries IXL Minecraft Sewing Club Homework Club (invite only)	Choirs Musical Theatre Rhythm and Music Recorders Rocksteady Peripatetic <ul style="list-style-type: none"> • Brass • Drums • Guitar • Keyboards • Piano • Woodwind • Violin

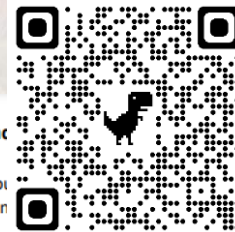


Home Learning

- Set Friday
- Complete by Thursday
- Friday Celebrations (Top 10s)
- Levelled
 - 1 Working Towards
 - 2 Working At
 - 3 Working Above
- Teacher determined
- Family Flexibility
 - Main and choice
- Linked to awards and rewards
 - Effort
 - Proficiency
- Gamification
- Essential for life
- Support & Guidance available



Highly Organised



HOME > LEARNING > HOME LEARNING > HOMEWORK > YEAR 3 > AUTUMN 2

AUTUMN 2

YEAR 3 HOMEWORK FOR THE SECOND HALF OF THE AUTUMN TERM

Click on the picture under the correct level of homework for you.

LEVEL 1	LEVEL 2 AND 3
<p>This homework (with clickable links and support options) can be found on our website: www.chesswood.w-sussex.sch.uk Home > Learning > Home Learning > Homework</p> <p>The homework week runs from Friday to Thursday each week.</p> <p>Name: <input type="text"/></p> <p>Class: <input type="text"/></p> <p>Complete homework for the level one. Can you achieve the aims and challenges? If you experience any difficulties, speak to (or email) your class teacher.</p>	<p>This homework (with clickable links and support options) can be found on our website: www.chesswood.w-sussex.sch.uk Home > Learning > Home Learning > Homework</p> <p>The homework week runs from Friday to Thursday each week.</p> <p>Name: <input type="text"/></p> <p>Class: <input type="text"/></p> <p>Level: <input type="text"/></p> <p>Complete homework for the level indicated above. Do you accept the challenge to level-up? If you experience any difficulties, speak to (or email) your class teacher.</p>

Note, Level 3 Maths/Writing grids and Choice grids are located further down the page - click below to go straight to them.
For more information on topic coverage each term, please view our curriculum leaflets by [clicking here](#).

[LEVEL 3 MATHS](#)

[LEVEL 3 WRITING](#)

[CHOICE](#)

LEVEL 3 MATHS

Greater depth maths activities for further study after IXL activities have been completed.

<p>COUNT THE DIGITS</p> 	<p>SIMPLE TRAIN JOURNEYS</p> 	<p>NIM-7</p> 
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Homework Expectations - Year 3: Level 2 and Autumn Term 2 (7 Weeks)

This homework (with clickable links and support options) can be found on www.chesswood.w-sussex.sch.uk Home > Learning > Home Learning
The homework week runs from Friday to Thursday each week.

Name:	<input type="text"/>		
Class:	<input type="text"/>	Level:	<input type="text"/>

Complete homework for the level indicated above. Do you accept the challenge to level-up?
If you experience any difficulties, speak to (or email) your class teacher.

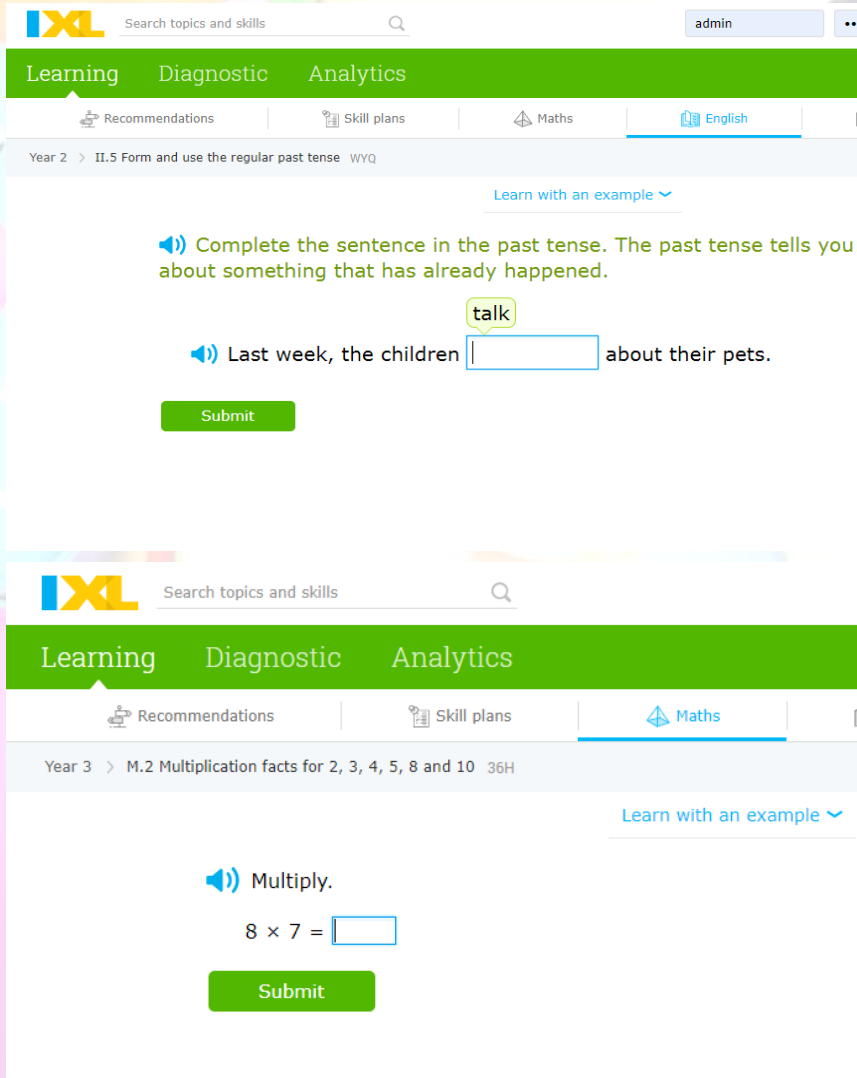
	Reading - Accelerated Reader (Reading Support at Home)
Level 2	Weekly Time: Minimum 30 minutes reading x 5 times per week (or 2.5 hours total) Half Term Aim: Achieve 100% of your personal target Half Term Word Challenge: Jedi Master = 41,700 (target ¼ million over year)
Level 3	Weekly Time: Minimum 30 minutes reading x 5 times per week (or 2.5 hours total) Half Term Aim: Achieve 100% by reading a wider range of genres - reading challenge Half Term Word Challenge: Jedi Grand Master = 166,700 (target 1 million over year)

	Writing (Spelling) (Writing Support at Home)
Level 2	Weekly Time: Minimum 30 minutes - use the spelling activities or the spelling games links Fortnightly Aim: Learn the class and statutory spellings for the correct weeks Fortnightly Challenge: Achieve 70%+ in the fortnightly spelling test Extension: make sure you can spell all these words: First 100 Next 200 Y1/Y2
Level 3	Weekly Time: Minimum 30 minutes - use the spelling activities or the spelling games links Fortnightly Aim: Learn the class and statutory spellings – use them in context in your writing Fortnightly Challenge: Achieve 90%+ in the fortnightly spelling test Extension: write a story to include all the words in context
Week 1-2 Group4	Class: dislike, mislead, incorrect, disagree, misbehave, inactive, disappoint, misspell, incomplete, disappear, misplace, indestructible GAMES Statutory: fruit, group, guard, complete, decide, naughty, experiment, mention, particular, separate GAMES
Week 3-4 Group5	Class: illegal, imperfect, irregular, illegible, immature, irrelevant, immortal, immobile, irresponsible, impatient, impossible, irreversible GAMES Statutory: guide, heard, heart, different, popular, perhaps, recent, opposite, February, busy/business GAMES
Week 5-6 Group6	Class: myth, gym, young, Egypt, mystery, country, crystal, double, touch, symbol, enough, trouble GAMES Statutory: learn, often, enough, notice, island, famous, various, suppose, medicine, experience GAMES
Week 7 (Continued in Spring 1) Group7	Class: redo, subheading, superman, antiseptic, intercity, autograph, submarine, supermarket, antisocial, submerge, international, autobiography GAMES Statutory: remember, length, thought, straight, strange, strength, possible, position, peculiar, favourite GAMES

**Important Note: Home learning requires sustained family support for a child
Positive, Pro-Active, Persistent, Parental Authority**

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Online Platforms



IXL Search topics and skills admin

Learning Diagnostic Analytics

Recommendations Skill plans Maths English

Year 2 > II.5 Form and use the regular past tense WYQ

Learn with an example

Complete the sentence in the past tense. The past tense tells you about something that has already happened.

Last week, the children about their pets.

Submit

IXL Search topics and skills

Learning Diagnostic Analytics

Recommendations Skill plans Maths

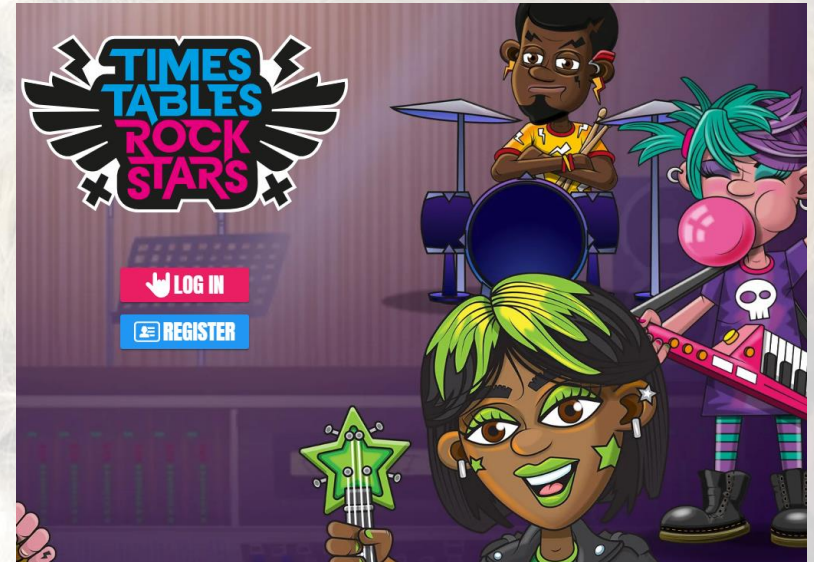
Year 3 > M.2 Multiplication facts for 2, 3, 4, 5, 8 and 10 36H

Learn with an example

Multiply.

$8 \times 7 =$

Submit



Diary of a Wimpy Kid: The Ugly Truth

Question 1 of 10

Greg was seriously thinking about going back to the library and joining the girls. To do something seriously is to do it ---.

- A truly or not in a joking way
- B with hope for a certain outcome
- C in a way that is clear to others
- D with plans for revenge

Achievement Support for ALL

- **Target** Estimates
 - Reading
 - Writing
 - Maths
- **Targeted** Intervention
 - Tutorials (Class Teacher)
 - Music & PE
- Year Leader (before & after school)
- National Tutoring Programme
 - Future?
 - Small Group
 - Academic Mentor Y6

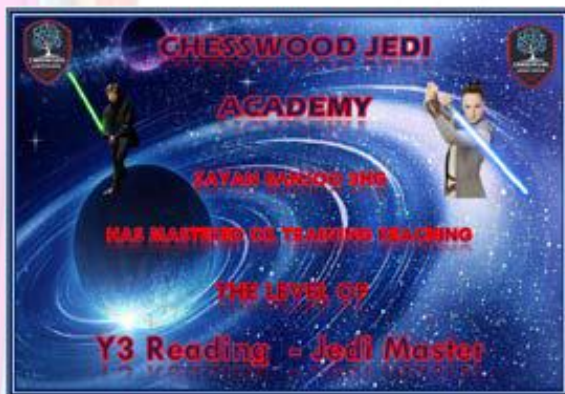
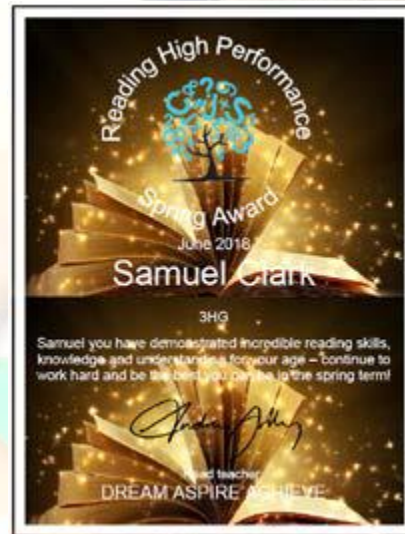
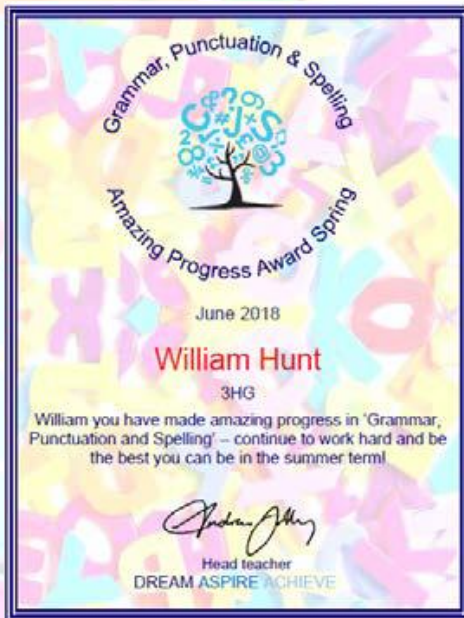
CHESSWOOD JEDI ACADEMY

Awards and Rewards

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Celebrating Learning - English



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Millionaire Readers

Incredible!

Himaanshu Timilsina
3AB

you are a
MILLIONAIRE READER
1306228
words read this year

Friday, 21 July 2017

Stupendous!

Charles Pollard
3HG

DOUBLE MILLIONAIRE
2534717
read this year

Monday, 24 July 2017

Swashboggling

Alicia Lulham
4LS

You are a
TRIPLE MILLIONAIRE
3030327
words read this year

Friday, 21 July 2017

Flabbergasting

Oscar STOCKDALE
5SW

Quadruple MILLIONAIRE
4039950
words read this year...

Monday, 24 July 2017

Astounding!

Scarlett Taulbut
6TS

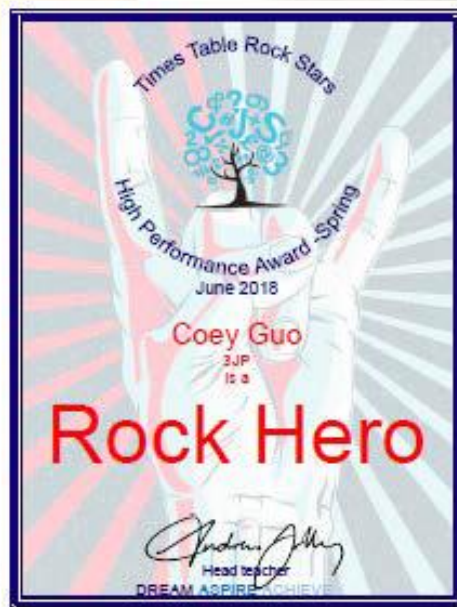
Quintuple MILLIONAIRE
5058857
words read this year...

Monday, 24 July 2017





Celebrating - Maths



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School Sport

Enter Everything – enjoy and win as much as we can

- Football Leagues – all Years
- (Y6 2022 Worthing & Sussex Champions)
- Girls Football Competitions
- Basketball (Y5/6 2022 Worthing & Sussex Champions)
- Netball Leagues (Y5 Worthing Champions 2018, 2nd 2019)
- Cross Country (Girls Southern Area Champions 2018)
- Indoor Athletics (2nd best in Sussex 2018)
- Gymnastics (Worthing Champions 2022)
- Legacy Leaders - Hosts
- Stool Ball
- Tri-Golf (Southern Area Finalists 2019-2022)
- QuadKids Athletics (2022 Sussex Champions)
- Handball (Worthing Champions 2018-22)
- Dancemania 11 (30 -80+)
- Time to Dance
- Swimming Gala (Y3/4 Champions)
- Cricket
- Rounders
- Athletics
- Boccia



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School Music

Choirs

- School Choir **60+ children!**
- Dementia Friendly Choir – unique!

Performance

- **50%+** learning instrument or singing
- Stars of the future concerts
- Assembly performances - Weekly
- St George's Church
- Christmas Fayre
- Summer Fayre
- Worthing Symphony Orchestra

Musical Theatre 200 - 400 children

- Jumanji?
- Peter Pan
- Shrek 400+
- Wizard of Oz 300+
- Star Wars
- Toy Story
- Charlie and the Chocolate Factory



Curriculum

Novice to expert

Community Events

Christmas

- **Care Homes**

- New Grange
- Rosemary Mount
- Linfield House
- The Shelley
- Caer Gwent

- **Community Groups**

- Salvation Army – Worthing Town
- West Chilton Alzheimers Society
- Sydney Walter Centre
- Armed Forces Day

Big Events – in history

- **Wembley Arena** – Voice in a million – on stage!
- Euro **Disney** – Audition – On stage!
- **Brighton (Seagulls) FC** – Pre Match
- **One Love Festival** – Worthing



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School Music

- Peripatetic
 - Direct contact
 - Music Teacher – talent spots

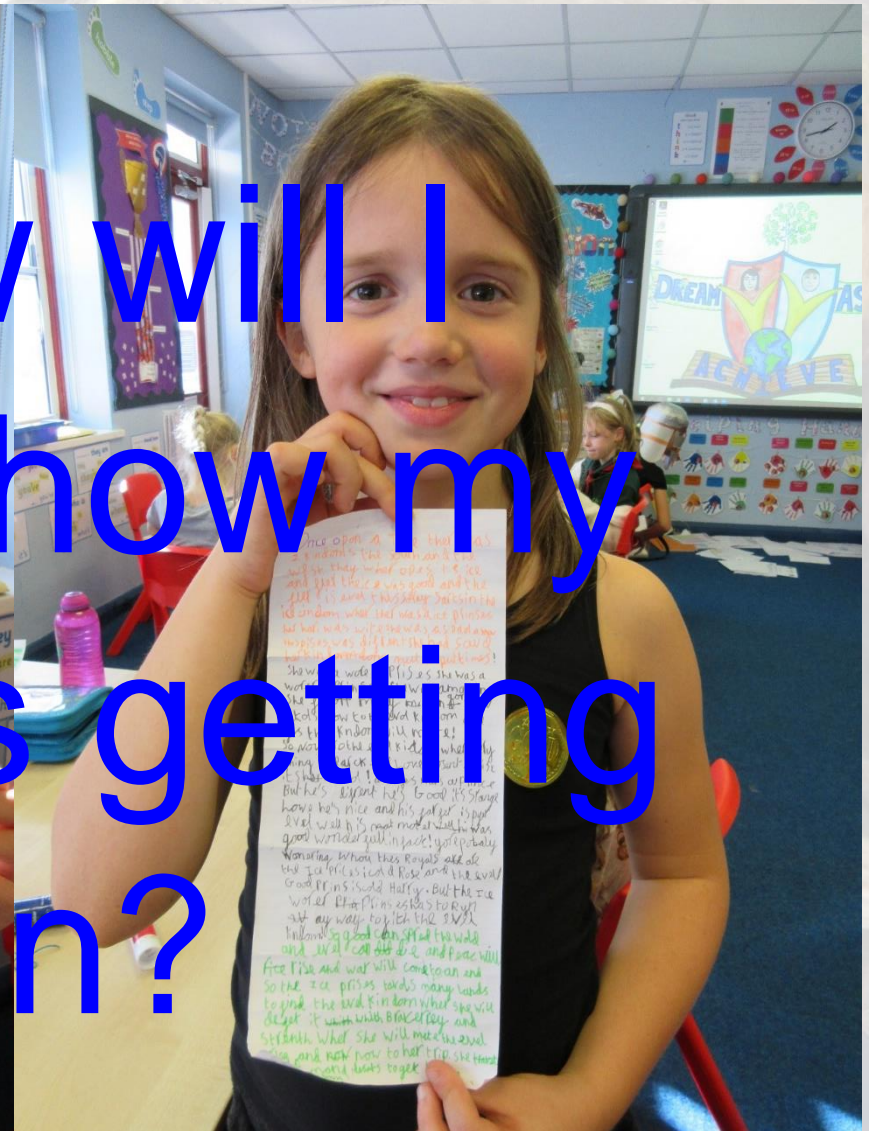
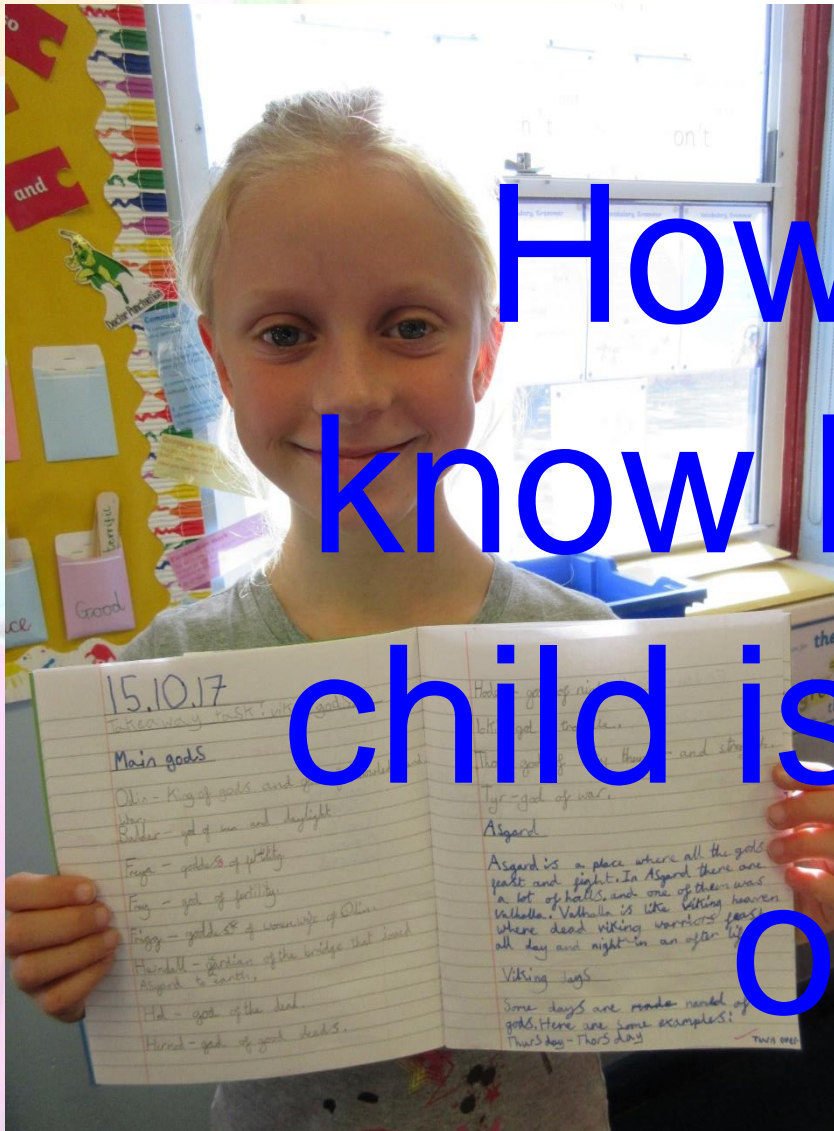


 <p>Claire Cossins Specialist Music Curriculum Teacher and Co-ordinator Leads all choirs and music extra-curricular activity including the Performing Arts ccossins@chesswood.w-sussex.sch.uk</p>	 <p>Paul Whiteside Drum teacher E-mail: Pwhiteside9@msn.com</p>
 <p>Joy White Brass teacher E-mail: joywhitebrass@gmail.com Phone: 07522 275221</p>	 <p>Erin Harte-Stovell Violin and strings teacher E-mail: Erinhartestovellviolin@gmail.com</p>
 <p>Rocksteady Music School Learn to play an instrument in a rock band. Choose from electric guitar, bass guitar, keyboards, drums and vocals. For more details contact: Info@rocksteadymusicschool.com Phone: 0330 113 0330</p>	 <p>Anne Whiteside Keyboard, piano and flute teacher E-mail: Annwhiteside@hotmail.com Phone: 07853855154</p>
 <p>Peter Marchant Guitar teacher (Acoustic, Electric and Ukulele) E-mail: petermarchant19@hotmail.co.uk Phone: 07876597559</p>	 <p>Charley Bolton Singing Teacher Email: Charlotte.bolton@live.co.uk Phone: 07788 277116 Sign Up Here!</p>



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How will I know how my child is getting on?



500

Parent Achievement Report Summer 2 2021-22

A brief guide to colours and numbers

1. When you see these colours below					
2. They tell you current outcomes in relation to age related expectations	Below	Below	Working Towards	In Line	Above
3. Standardised Scores (SS)	<75	76-84	85-99	100-119	120+
4. Broadly translated, they mean	High Priority Focus	Priority Focus	There is work to do!	Good Job	Fantastic

Contextual Information

Class	House	Current Free School Meals (FSM)		Ever 6 FSM	Pupil Premium
6NS	Ashdown	No		No	No
Current Attendance %	Persistent Absence?	Attendance last year %	Difference to Current %	Unauthorised Absence %	Punctuality - Lates
100.0	No	100.0	0.0	0	0
Attendance comparison last year v current				Cumulative Days Absent Ever	Average Days Absent
Exceptional attendance currently - Amazing!				1	0
SEN Status				Year 3 Dyslexia Screen	Yes
No SEN				A	
Typical Behaviour	Typical Engagement		Home Learning		
Very Good	Very Good		Always		
Termly Award	First language		English as an additional Proficiency		
Silver	English		Not Applicable		
EAL Registration	EAL Proficiency		EAL Progress		
Not Applicable	Not Applicable		Not Applicable		
Friendships	Pastoral Team Support		Pastoral Team Im		
Minor Issues	Yes		Not Applicable		
Play and Lunch Arrangements	First Aid and/or medical		Health Care Plan		
Main Playgrounds	Seldom		Not Applicable		

Online Learning

We recommend IXL is used at home for 30 minutes per day, 5 days per week. Learn with English and maths

	Website	User Name	Password
AR	https://ar.chesswood.org.uk		
IXL	https://uk.ixl.com		
TT Rockstars	https://ttrockstars.com/login		
Duolingo	https://www.duolingo.com		

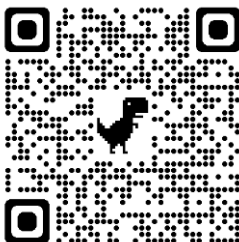
Further Information

	Website	User	Password
Parent Portal	https://foldr.chesswood.org.uk/home/files		
If you have any questions, queries or concerns, use the email contacts below:			
Teacher Contact	nspace@chesswood.w-sussex.sch.uk		

Reading, Writing (GPS) and Maths Relative Attainment Summary

The estimates below set out what professionals believe could reasonably be achieved. It is important to note this is an estimate and will certainly be a challenge to achieve even with sustained engagement, attendance, support from school staff and parents, completion of homework etc. If any of these are frustrated the challenge is likely to grow in size and the chances of meeting the estimate will reduce. Achieving the estimate is a marathon not a sprint - optimising lots of things as often as possible e.g. attendance at school

Reading Target Estimate	GPS Target Estimate	Maths Target Estimate
Above age related expectations - Challenge	Above age related expectations - Challenge	Above age related expectations



English	
The grades below are compared to typical expectations for Year 6	
Reading Achievement	
Reading Achievement	BELOW TARGET and BELOW OUTSTANDING (now GOOD) flight path, gap widening significantly
Reading Attainment Guide	Current attainment is significantly lower than the target however personal best remains marginally higher than target.
Reading Guide	Personal best was not securely above the target, therefore it is critically important, given current attainment is now significantly lower than target and personal best to establish the potential factors frustrating attainment and act with the child and family to secure, once again, the current above age expected target (greater depth).

Reading Teacher Assessment		
Autumn	Spring	Summer
Greater Depth RFC	Greater Depth	Greater Depth
Engagement	Tutorials	Reading Tutorial Impact
Exceptional	0	Not Applicable

Accelerated Reader Test Outcomes - Standardised Scores				
	Starting SS	Autumn	Spring	Summer
ic	116	111	120	114
d				
mer	Year 3	Year 4	Year 5	Year 6
AR Standard Score	121	120	116	114

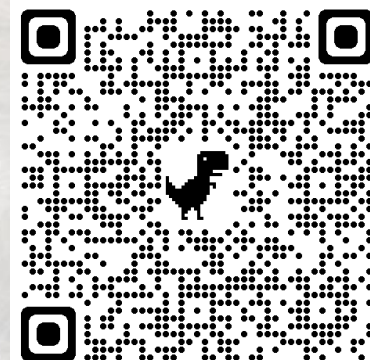
Accelerated Reader Quiz Guide			
Quizzes Taken	Quizzes Passed (85%)	Lower Reading Zone	Upper Reading Zone
52	51	4.5	7.8
Quizzes taken v Quiz passed (85% answers correct)			
In balance			
Words Read	Compared to Year 6 Reading Expectations		Current Jedi Status
2,542,589	Wow! Amazing perseverance - great work!		Y6 Reading - Jedi Grand Master
Words last Year	% of last Year read now	On track to beat last year?	
1,641,039	155%	Wow, there is no stopping you!	



Annual Learning and Pastoral Development Report 2021-22



Class	Date of Birth	Term of Birth	House
		Summer	Ashdown
Overview			
<p>XX has shown amazing positivity from the minute she has entered the classroom. This has allowed her to continue with her learning even when she has found things tricky. XX has made positive relationships with her classmates and leads by example with how to play and talk in a positive way. XX is organised in the classroom but sometimes needs reminding to face the front when lessons start. When reminded, she always does this quickly and positively. Moving forward, XX will need to continue to practise her reading, spellings, maths and sentences to help her get the most out of year 4 and beyond. It has been a pleasure to teach XX.</p>			
Attainment – Age related expectations	Target Acquisition	Annual Progress	Typical Subject Engagement
Art and Design			
Working Towards Meeting	Working Towards Target	Above Expected	Very Good
Design Technology			
Working Towards Meeting	In Line with Target	Above Expected	Good
Geography			
Below	In Line with Target	Expected	Good
History			
Working Towards Meeting	In Line with Target	Above Expected	Good
Computing			
Working Towards Meeting	In Line with Target	Expected	Good
Languages (French)			
Below	Working Towards Target	Above Expected	Good
Music			
Exceeding (1+ Years)	In Line with Target	Expected	Very Good
Physical Education			
Working Towards Meeting	Working Towards Target	Expected	Good
Personal, Social and Health Education			
Working Towards Meeting	In Line with Target	Expected	Good
Religious Education			
Below	In Line with Target	Expected	Good



CHESWOOD JUNIOR SCHOOL Children's Annual Report

My Tapestry of Learning 2021-22



Achievement & Enjoyment Colour Key:		Excellent	Good	Okay	Not Good
Subject		Achievement	Enjoyment	Subject	Achievement
Art & Design				Maths	
Design Technology				Music	
English				Physical Education	
Geography				PSHCE	
History				Religious Education	
ICT				Science	
Modern Foreign Language					

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CHESWOOD JUNIOR SCHOOL Children's Annual Report

Favorite moments

During my time at Chesswood, one of my favorite moments was when we did the bridges and we tried to make it with only lolly sticks. Camity wood was very exciting, as we got to spend most of the day outside and we went swimming (which was engauge)!

Learning and work I'm proud of

I was very proud of myself, when I got to be a millionaire reader because I had read all the Harry Potter books. In Year 3, I led my team to victory as I built the strongest structure (out of straw). I was thrilled, when I recieved a letter saying that I was to be a sports leader I wanted this for as long as I could remember.

Thing I want to improve on

When I'm in year 7, I would like to improve on my writing because in prires years I had struggled with it like; spelling and punctuation.

Retation and working with others

Sportsday, I had a great time, evethoug Ashdown didnt win; we all work really hard and tried are best. I get along with most people very well and I have made a wonderful group of friends.

Dream - Aspire - Achieve



Autumn

Meet the teacher – Sept
Y3 Settling In Letter Sept

Celebration of Learning (Teacher not present) (1) – Oct
Parent Teacher Consultation 1 (Settling in)- Oct
Curriculum Target Reports - Oct
Dyslexia Screening Report - Nov

Spring

January
Achievement Reports (1)
Celebration of Learning (Teacher not present) (2)
Parents Teacher Consultation (2)

Summer

Achievement Reports (2) April
Celebration of Learning (Teacher not present) (3)
Parents Teacher Consultation (3)
Foundation Subject report (1) – July
Attainment & Progress Report (1) July
Child led annual report 1 – July
Achievement Reports (3) July
Celebration of Learning 3 (teacher present) – July



Good Communication

- **Vital!**
- **Without fear or favour and in good faith**
- **How?**
 - Approachability
 - Parents evening & parent/child celebration
 - School Gates
 - School website
 - Weekly parent communication
 - Schools Buddy
 - On the gate
 - Facebook & Twitter
 - Detailed academic reports
 - Attendance updates
 - Good news
 - No surprises!



Contact Details

- **Phone:** 01903 204141
- **Fax:** 01903 215032
- **Email:**
 - admissions@chesswood.w-sussex.sch.uk
 - office@chesswood.w-sussex.sch.uk
 - head@chesswood.w-sussex.sch.uk
- **Website:**
 - <http://www.chesswood.w-sussex.sch.uk>
- **Twitter:** @chesswood school
- **Facebook:** Chesswood Junior School



Let no one
steal
your dreams

The End

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Questions

Responses 32

Chesswood Open Day & Evening - November 2022

Thank you for providing us with feedback based on your experience of our Open Day and/or Evening. This will help us to make as experience as positive and helpful in future years. We hope you enjoyed your visit and hope to welcome your family to our community next year.

1. What is your name (First name and surname please)? *

Enter your answer

2. What is your child's name? *

Enter your answer

3. What school does your child currently attend? *

Open Event Feedback



Help us tailor and
improve the event for
all – let us know what
you think

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