

Year 2 Transfer Parent Frequently Asked Questions





Chesswood Junior School

2023 Y3 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 Arrangements & Clubs

Question	Basis for answer	School Response
What after school clubs are available to children in Year 3? Do they all get booked up? How much do they cost? When do they generally finish?	Best Possible Estimate	<p>We typically offer over 40 extra-curricular clubs – some of these are year group specific but many are available to year 3 children. Our clubs are very popular, with booking managed via the My Child At School app. We will confirm sign up arrangements at the start of the autumn term. Booking limits are in place for our more popular clubs to ensure availability for as many children as possible. Whilst selection can vary from term to term, our most recent selection included cookery, sewing, computing, Minecraft, VR and basketball. The costs of clubs varies but prices most recently for Chesswood run clubs have ranged by £1 to £3.50 per week depending on the time of the club. Most after school clubs finish at 4.15pm. Bookings for clubs typically opens up once a term, just before the end of the preceding term, with the exception of autumn term, to enable our new starters to book clubs after joining us.</p> <p>You can find out more information regarding our most recent offering of clubs by visiting our Extra-Curricular Clubs page on the website – please click this link: https://www.chesswood.w-sussex.sch.uk/page/?title=Extra%2Dcurricular+Clubs&pid=194</p>
Is wrap-around care available? How much does it cost? What hours does it operate?	Best Possible Estimate	<p>Absolutely – we offer both a breakfast club and after-school club. Breakfast club runs from 7.30am to 8.30am whilst after-school club runs from the end of the day up to 6pm. Whilst prices are subject change, prices were last updated in May 2023 and are as follows:</p> <p>Breakfast club £4.50 a day</p> <p>After-school club:</p> <p>3.15-5pm £9.00 with a snack provided</p> <p>3.15-6pm £12.50</p> <p>4.15-5pm £6.00 with a snack provided</p>



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		<p>4.15-6pm £8.00</p> <p>You can find out more information regarding our wrap-around care by clicking this link: https://www.chesswood.w-sussex.sch.uk/page/?title=Wrap+Around+Care&pid=193</p>
<p>Can we have clarity over what clubs and after school activities will be available for Year 3? When will they be available, assume not first week of term?</p>	<p>Best Possible Estimate</p>	<p>Whilst clubs vary from time to time, you can view the most recent offering of clubs by clicking this link: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=17826&type=pdf</p> <p>Clubs typically start in the second or third week of the term.</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>When are we able to book in for after school clubs?</p>

3. Lunch Arrangements

Question	Basis for answer	Reference
<p>There may be days that my child chooses to have a school dinner instead of packed lunch. How much advanced notice would the school need for irregular school dinners?</p>	Certain	<p>The deadline for ordering meals is midnight on the Thursday 10 days before the meal is to be served. This deadline is dictated to Chartwells by both their suppliers and by the necessary chain of supply that is needed to ensure delivery to all West Sussex Primary Schools.</p>
<p>If I want to change to paid hot meals part way into a term/year is this possible?</p>	Certain	<p>Yes this is not a problem – meals will need to be ordered in accordance with the deadline of midnight on the Thursday 10 days before.</p>
<p>Can my child try school meals just for a week or so to decide if they like any particular meal? Or if she wants</p>	Certain	<p>Yes – however meals would need to be ordered in accordance with the deadline of midnight on the Thursday 10 days before.</p>



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<i>to try something on the menu on any particular day , could we just request that one day?</i>		
<i>What are the costs of the hot lunches?</i>	Best Possible Estimate	<p>As of January 2023, meals cost £2.71 per meal. However, some families are entitled to free school meals. You can find out if you are eligible by clicking on this link:</p> <p>https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/free-school-meals/</p> <p>If eligible, you can apply for free school meals by clicking this link:</p> <p>https://westsussex-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-0b8aea00-b55c-4b4e-a274-d83f56bbb3b7/AF-Stage-c6ba969a-535c-4fcf-974a-5c64b6d75989/definition.json&process=1&process_uri=sandbox-processes://AF-Process-0b8aea00-b55c-4b4e-a274-d83f56bbb3b7&process_id=AF-Process-0b8aea00-b55c-4b4e-a274-d83f56bbb3b7</p> <p>During the Summer you will receive login information for you to access the ParentPay site to order your child's meal. Meals can be booked for a week or several weeks in advance, whichever suits you best, you can select a meal of your child's choice and pay for the meals at the time of ordering, unless you are entitled to free school meals no payment will be required after ordering</p>
<i>What vegetarian school meal options are available? Are there daily vegetarian options which do not include cheese?</i>	Certain	<p>The Chartwells menu for 2023 can be accessed by clicking this link:</p> <p>https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=17872&type=pdf</p>

4. Homework

Question	Basis for answer	Reference
<i>What will homework requirements be and how will working parents be supported with this? This is my main concern</i>	Consistent Practice	<p>Homework is issued each half term.</p> <p>There are 3 levels of challenge – your child's teacher will help to choose which challenge is appropriate for your child.</p> <p>Common to all levels is:</p> <p>Reading (Minimum 30 minutes x 5 per week or 2.5 hours total)</p> <p>You can view more detailed guidance by clicking here:</p> <p>https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=17223&type=pdf</p> <p>You can view examples of homework issued this year by clicking here:</p>



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		https://www.chesswood.w-sussex.sch.uk/page/?title=Year+3&pid=1372 We have a homework club available to support children who struggle to complete homework away from school. This is a free club which runs from 3.15-4.15 Monday to Thursday. There is also an SEN support homework club which runs on one day per week for each year group. Away from Maths and English tasks, there are additional choice options, which include other curriculum subjects, such as Art, History and Geography. This can be viewed on our website.
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		I am concerned about the level of daily home learning. Guidance on homework. How much time per week is expected of Year 3 students? I have concerns about the level of homework we've agreed to. It's often hard to fit this around two almost full time jobs and after-school clubs. I have heard all the homework is on tech - I would rather there be a mix of tablet and homework book to encourage creativity

5. Pastoral, Friendship & Behaviour-related inquiries

Question	Basis for answer	Reference
<i>Just want to know that the school has a supportive policy for minorities incase of any bullying or discrimination.</i>	Consistent Practice	Absolutely – Chesswood is proud to be an inclusive community. The promotion of high expectations with regard to standards of teaching, learning, behaviour and striving for excellence at Chesswood Junior School underpin all aspects of the life of the school. The school community code is fundamental in providing all with a clear understanding of what is expected. The anti-bullying policy supports these principles by: <ul style="list-style-type: none"> • promoting respect and tolerance (embracing difference) for each other and the school • ensuring every individual in the school know their rights and they take their responsibilities seriously • helping pupils towards an understanding of what is right and wrong • supporting everyone in forming good relationships with adults and peers. We believe in tackling incidents of bullying by promoting and sustaining an environment where individuality is celebrated and individuals can develop without fear or anxiety. The Anti-Bullying Policy has been developed on the basis of consultation, common agreement and consensus that we will maintain a consistent understanding of what bullying is. You can view our Anti-Bullying Policy by clicking here: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=17896&type=pdf



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		<p>Racist or discriminatory comments – regardless of intent are considered serious incidents in our behaviour policy. You can view this policy by clicking here:</p> <p>https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=17550&type=pdf</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>What anti bullying policy do you have in place?</p> <p>My biggest worry is what happens if a child is being bullied? How is it dealt with etc</p>
<p>What if my child is unhappy about being separated from their friendship group that they have built at their infant school? Concerned this will have an impact on her settling at Chesswood.</p>	Consistent Practice	<p>Please note that it is not possible to ensure every child is granted all of their friendship choices or ensure where only 1 or 2 choices are granted, that this includes the first name they have listed – however every child joining from Lyndhurst and Springfield has been granted at least one of their friendship choices. The process of building classes, when you wish to get everything right, is highly complex. We seek to place friends first wherever possible, after this, factors such as gender, academic achievement, special educational needs, behaviour & engagement, and wider pastoral factors such as safeguarding and care arrangements all form part of the process and must be balanced. Our intention is to build multiple classes with similar need. Typically, this is a successful process and children are happy and confident once they get to lunchtime on the first day.</p> <p>We will support children in establishing positive friendships when they join us in September. Where extra support is needed, we will provide this through our pastoral team – for instance if a child is struggling to make friends, maintain friendships or is part of a friendship that is quite toxic.</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>Obviously the children have requested a couple of friends to be in their class, will they be encouraged to interact with others to make new friends?</p> <p>Our child is concerned that by choosing three friends in a non prioritised order they will miss out on being placed in a class with their best friend.</p>
<p>We need you to enlighten us on the code every child should comply with.</p>	Certain	<p>At Chesswood, children follow the Bright Sparks code, which is shown below:</p>



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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

6. Individual Learning Needs


Question	Basis for answer	Reference
<i>My child is very sensitive and can get upset easily – how would this be handled?</i>	Consistent Practice	We would support each child to help them manage their emotions and best resolve the situation. We use the regulation rainbow to help children understand their emotions and work on strategies to remain regulated. Details of this are shared with each child in their welcome booklet.
<i>With such a large intake our child might get lost and feel in an impersonal school, how do you ensure every child is heard and acknowledged.</i>	Consistent Practice	<p>Pupil voice is vital at Chesswood. Whilst the school as a whole is big, each teacher ensures that all children are heard and acknowledged within their own classroom. Achievements are routinely celebrated both within class and within year groups. We have such a wide range of certificates that it is commonplace for every child to achieve and receive multiple certificates. Our brilliant teachers help to make sure that no child is missed out or ignored. If a child is struggling, talk to the teacher and our team will help to capture their voice and put things right. We also have 2 Junior Governors appointed in each class of the school which help to capture the thoughts of the other children in their class. For more information on our Junior Governing Body, please visit our website by clicking this link:</p> <p>https://www.chesswood.w-sussex.sch.uk/page/?title=Junior+Governing+Body&pid=1444</p> <p>In terms of challenge – we always seek to ensure children are appropriately challenged, but this will look different for different children depending on the subject. Teachers routinely assess children to make sure they either have more support or greater challenge as appropriate.</p>
<i>Related Questions</i> The following questions are believed to be similar and answered fully by the question above – if that is not the		As my child is quite happy getting on with set tasks on her own working quietly I worry this can result in them getting overlooked or not always being challenged enough by the work. For example, I have had to ask a few times in their current school for them to be moved up to reading higher banded books as they were no longer being challenged by the



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case please contact head teacher head@chesswood.w-sussex.sch.uk		books they were bringing home but there is simply not enough time for the teacher to be constantly reassessing every child's abilities in the class. This tends to lead to the quieter ones getting overlooked in these instances.						
<i>If a student is struggling with a subject how are they supported in school?</i>	Consistent Practice	<p>As part of securing effective learning at Chesswood, teachers consistently aim to secure appropriate challenge. When children are struggling, we will scaffold the learning to help them. The nature of this scaffolding can include working with the class teacher, working with a teaching assistant, spending longer on fluency based work, using visual prompts such as a word bank or a multiplication square or using concrete resources such as counters. In some cases, children may require further support in the form of an intervention away from the point of teaching. The nature of this depends on the needs of the child but can include additional 1 to 1 reading, Number Stacks and phonics support.</p>  <table data-bbox="611 978 1299 1095"><thead><tr><th>Comfort Zone</th><th>Stretch Zone</th><th>Overwhelming Zone</th></tr></thead><tbody><tr><td>Secure, Easy, Safe, Bored, Unfulfilled, 100% correct, Showing off, Disruptive, Disengaged, Poor Quality</td><td>Doable, Willing to risk, Expectant, Challenged, Excited, Energetic, Engaged, Feeling successful, Enjoyment, Pride, Recognition and reward</td><td>Exhausted, Worried, Anxious, Annoyed, Failing too much, Tense, Absence, Unfocused, Disruptive, Disengaged, Poor Quality</td></tr></tbody></table>	Comfort Zone	Stretch Zone	Overwhelming Zone	Secure, Easy, Safe, Bored, Unfulfilled, 100% correct, Showing off, Disruptive, Disengaged, Poor Quality	Doable, Willing to risk, Expectant, Challenged, Excited, Energetic, Engaged, Feeling successful, Enjoyment, Pride, Recognition and reward	Exhausted, Worried, Anxious, Annoyed, Failing too much, Tense, Absence, Unfocused, Disruptive, Disengaged, Poor Quality
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7. Home-School Communication

Question	Basis for answer	Reference
<p>How often will parents be updated on how their child is doing in school?</p>	<p>Consistent Practice</p>	<p>There are 3 parent evenings across the school year – the provisional dates and times are as follows:</p> <p>Monday 16th October 3:30-5:30 and Wednesday 18th October 3:30-7pm</p> <p>Tuesday 16th January 3:30-7pm and Wednesday 17th January 3:30-5:30.</p> <p>Wednesday 8th May 3:30-7pm and Thursday 9th May 3:30-5:30.</p> <p>Reports will be issued towards the end of the autumn term/start of the spring term and at the end of the school year.</p> <p>Should you wish for updates at different points of the year, please speak to your child's class teacher in the first instance.</p>
<p>I do shift work, so sometimes I can not attend parents evenings, is there a flexibility with the teachers?</p>	<p>Certain</p>	<p>Yes absolutely – parents' evenings are run across 2 days in the same week with one finishing at 5:30 and other finishing at 7:00 enabling later appointments. If none of these appointments are convenient, teachers will be able to arrange alternative times to either meet in person who speak on the phone.</p>
<p>Can the notification system be improved? I receive</p>	<p>Certain</p>	<p>You can login to the app to see all messages, however, you will still get most messages through as an email as well. This is due to parents wanting as much as possible via email. We need to ensure we inform</p>



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<i>numerous e-mails everyday and it would be nice if there is an app or a straight forward system for any updates or notification.</i>		<p>people as much as possible to what is happening through multiple communication channels.</p> <p>If you do not want the messages in your inbox, you can setup a rule in your email system to move these automatically to a different folder.</p>
<i>My only concern is how MCAS will work with 2 children at Chesswood, whether I will be constantly switching between them to receive messages and receiving all messages twice?</i>	Certain	When you login to MCAS you will see both children. You will receive messages sent to both children but if it is the same message, you will only get 1 copy.
<i>How do parents communicate with teachers/class on a daily basis eg about pick up, child not slept well that night, questions about homework?</i>	Consistent Practice	Each teacher has an e-mail address which is shared with parents in their class confirmation letter. Alternatively, parents can speak to teachers at drop/off and collection. It's also possible to speak to a member of the office team either in person, phone or e-mail and they will ensure an appropriate member of staff responds. Parents are also able to arrange meetings either in person or by phone in advance.

8. Logistics & Timetabling

Question	Basis for answer	Reference
<i>My children are expected to be at their respective schools at exactly the same time (08:45AM). How early can Chesswood school gates open and can accommodate my child so that we will not be late for the other?</i>	Certain	The Chesswood gates will open at 8:30 each morning. Whilst initially parents tend to walk round with their children to the Year 3 playground, parents are able to leave their children at 8:30 as the playground will be supervised and there will be a member of staff on the gate to greet children and parents.
<i>How many days are PE days?</i>	Consistent Practice	Children have 2 PE sessions per week with Mr Quick or Ms Jacobsen. Year 3 PE is on a Monday morning and Tuesday afternoon. Children should attend school in their PE kit on these days.
<i>I understand that children can do swimming with the</i>	Consistent Practice	Children visit Splashpoint for swimming lessons when they are in Year 5. This is typically 5 x 45 minute sessions in the summer term.



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<i>school? When might this become an option?</i>		
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9. Other

Question	Basis for answer	Reference
<i>Can you educate we the parent on the type of sex education you teach your pupils?</i>	Certain	<p>This falls under our PSHE Relationships and Health curriculum, which you can find out more details about by visiting our website via this link:</p> <p>https://www.chesswood.w-sussex.sch.uk/page/?title=PSHE+Relationships+and+Health+Education&pid=1346</p>
<p><i>Related Questions</i></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>What is planned to be taught in any sex education at Chesswood and at what ages will this be introduced?</p>
<i>Re ACRO - do you teach the children other life skills such as the importance of money management? Not just an emphasis of 'employability'</i>	Consistent Practice	<p>ACRO covers many important life skills, beyond employability. You can view more details on our website by clicking this link:</p> <p>https://www.chesswood.w-sussex.sch.uk/page/?title=ACRO+and+Solar+School&pid=172</p> <p>Children have the opportunity to learn many key life skills at Chesswood. This includes cooking various dishes as part of our Design Technology curriculum, learning about nutrition and participating in enterprise activities as part of our Goblin Car day. Our curriculum principles include that learning should be real and relevant, so we routinely look to make explicit links to how the learning is relevant to children away from the classroom.</p>