

Covid-19, Corona Virus Frequently Asked Questions Expanding Capacity



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Covid-19, Corona Virus – Expanding Capacity

Frequently Asked Questions



1. Attendance

Year	Core Question	Similar supplementary Questions	School Response
All	<p><i>If my child currently attends due to me being a key worker, will the hours they attend change?</i></p> <ul style="list-style-type: none"> Shift patterns changing - covering nights so may need just post night shift Monday and Thursdays. I know I am able to send in my son on the days when my husband and I may both be working (we are both key workers), but when/if his year group (Y5) are invited to go back, can we still continue to send him in on only the days where we are both at work? We haven't yet needed to send him in as I was asked to work from home. but this may now change. Due to being a keyworker and therefore having to be flexible to the frontline, are we able to change our preferences over the course of the reopening process? I am happy for my child to attend school full time or part-time. However, as a secondary school teacher with Y10 students, I do not yet know when I will be required to return to teaching at school. If my work days are scheduled on a day when my child is not in school (if you offer her a part time place), would you be able to accommodate her on days when I am required to attend my school? I'm a key worker and my partner is not but he may have to go back to work (work request) if he doesn't I would prefer her to be at home but in the case that he has to after 1st June will she have a place still Both parents are key workers; primary school teacher and employee of a pharmaceutical company manufacturing medicines. Part- time attendance is possible but full days only (Wed/Thurs/Fri). Im sorry for the late reply. We are undecided on what to do but x said she really wanted to go to school as she wishes to be in school too. Being front liners in the hospital, hope you will take consideration of our late reply. Thank you. If my key worker husband goes back to work, is my child allowed to come in for a half day as she is worried about coming back to school and she thinks it 		<ul style="list-style-type: none"> Under the new arrangements, key worker and vulnerable children in years 3, 4 and 5 will continue to attend either full or part time for full days as they have been doing. All year 6 children, including key worker and vulnerable children, will attend full time under the new arrangements. Children classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

	will help ease her into coming back. I'm not sure if this would be allowed or not, as I know other parents have been told a full day should be taken.	
All	<p><i>I have more than one child who attends school. What conditions need to be met for my children to attend?</i></p> <ul style="list-style-type: none"> • I think it's important for both my children to attend as they both have very different needs. • Obviously, it would be easier to send both but would completely understand if that was not possible • We treat them equally so if one child is able to attend school the other one should too. • I feel it would only be fair to accept both children at the same time, as far as risk is concerned it wouldn't make sense to put one child at more risk within the family unit especially when like us you have young siblings at home. • Both of our children are desperate to get back to school and it would feel very upsetting to have one of them return and not the other • Can it be possible to make sure he goes the same times as his brother who goes to Springfield. • In my personal circumstance, I live 30mins walk from Chesswood and do not drive. It has to be both or neither for me. I am classed as a Key Worker. Unfortunately, my daughters' path, is decided by her brother. • It is necessary for my children to not be together at all times at home due to my youngest child having ADHD. If one child attends school this makes it much easier for me to home-school the remaining child - it is virtually impossible when they are together. My eldest child has a UHC so I would also be cautious about this • It's not impossible for us for one child to attend and not the other but it's not ideal. If both go at the same time it would be easier for us to manage our time. • If one of our children attends only part-time, is there anyway of enabling the second child to attend at the same time? I imagine this could be too difficult? • Once the school is re-open, will children of key workers be guaranteed a school place for the full school day irrespective of whether the school operates a part-time timetable for most children? Will there be different rules for families where one parent is a key worker and families where both parents are key workers? 	<p>There are two aspects to this:</p> <p>Non Key Worker Answer:</p> <ul style="list-style-type: none"> • If a child was in Y6 and a sibling was in another year group the sibling, at this stage, would not be admitted. If there are siblings in Y6 then we will work with individual families to place in the same class where this is appropriate. <p>Key Worker Answer:</p> <ul style="list-style-type: none"> • Both children could and would be admitted to school under the key worker arrangements. If in Y6 they would join the class with their class teacher and would be expected to attend full-time. • Children in other year groups will continue to be educated in line with current arrangements however a new revised risk assessment will be in place for the 1st June to manage the higher density of children and staff in the school <p>It is not possible to ensure children attend in line with attendance at other schools. However, the following may help:</p> <ul style="list-style-type: none"> • Key worker children will continue to attend on a flexible basis that suits the family. • Vulnerable children will attend in line with Social worker and other external professional's guidance and agreement with parents. • Year 6 children will be expected to attend every day in any given week once they return. It is not appropriate for then to return on some days and not others given the expected learning programme will be disrupted too much. <p>We understand the difficulties that each family will endure around sending one child and not another and will respect</p>

	<ul style="list-style-type: none"> • How are you selecting which children attend other than key workers ? • How will school places be prioritised? • Both parents are key workers: primary school teacher and employee of pharmaceutical company manufacturing medicines. Part- time attendance is possible but full days only (Wed/Thurs/Fri). • 	<p>each family's decision without question. Our online learning programme will continue for Years 3,4,5 and initially for Year 6 (at least for the rest of Summer Term) but it is dependent on our ability to staff it given the need for staff to return to their duties.</p>
All	<p><i>If I choose to withhold my child from returning to school until September, how do I register this with the school and what could the repercussions be, if any?</i></p> <ul style="list-style-type: none"> • If my child doesn't return to school until September will they move up into their next year in their current class groups to a new teacher or is it possible that they will keep the same teacher/TA to aid with some transitioning? • What will happen with transition sessions etc for those in year 6 who choose not to come back? • Will the home learning be continued if I decide not to send my child to school? • How much work do the year 6 really need to cover/complete before they move to their new schools, do they need to get back or just prepare for the next school. • My son is in year 6 now and will be in St. Andrews by September. Will he just be go directly there on September? • If we want him to be off until Sept is that our choice or not? • If I don't send my child to school in summer term, then will we still get online work to do at home. • If my child will not be happy with the current status in school, would it be okay to stop attending school classes until the end of the term? • If school was offered full time for year 6, but we decided we weren't happy with the risks associated with hugely increased contact with others, could we choose to reduce the amount of time she was in school and continue with some learning tasks at home? • Will the online work continue for those choosing to keep their children at home? • Is it possible for my child to return part time around my work commitments? • As stated above, my husband and I are both key workers but managing to juggle days we need to be in the office to look after the children at home but it does mean one of us may be working with the three children at home. I am in an at-risk group as I am asthmatic and have been advised by work to work from home. However, this advice may change, I am a Licensing Enforcement 	<ul style="list-style-type: none"> • There will not be any fines imposed by the school for keeping their child of school. This decision rests with the parent, unless there is a particular safeguarding concern. • Home learning will be published for each year group for the rest of the summer term. • Final arrangements for transition are currently being decided in liaison with secondary schools and will be communicated to families as soon as we know more. • Children in year 6 cannot attend part time, they must attend full time and be booked in in order to do so. It is not appropriate for then to return on some days and not others given the expected learning programme will be disrupted too much. • Places will need to be booked for all classes. You will ned to confirm your child will be attending by Wednesday of the previous week to ensure we can make safe provision for all children attending.

	<p>Officer working for Brighton and Hove City Council Environmental Health Department. We are also having to enforce the new Covid-19 closure legislation. I've been going in to the office once a week but if advice changes and we are permitted to do more face to face inspections I may be needed back in the office full time. Could the arrangement with school be flexible? By this I mean I may not need x to go back to school at the beginning of June, if I am told I need to be back in Brighton full time, could I give you a week's notice of when I would need him to attend please?</p> <ul style="list-style-type: none"> • Although I opted for 'no' in question 6, I still needed to answer question 8. If x has to go back to school from 1st June I would preferred he choices I have selected. I appreciate this can not be easy for you at Chesswood and I am very grateful for the help and support you have continued to give. Thank you • We will not sent children to school until The Government will find solution with Covid-19. In the whole world milions people die, because of Covid-19 and British Government would like to sent children to school. Our children are doing very well with home learning especially, that I'm working from home. • I basically think it is far too early for the government to be restarting school attendance for all but the children of key workers. I understand that some people are struggling to work and need childcare, but if that is the issue the government should say so, and extend furlough scheme to these parents. I cannot see a way that this can be done without increasing the risks until we have much lower infection and death rates. I really appreciate and respect all that you do, but I hope that heads and teaching unions feel able to speak out if conditions are simply unsafe • We are enjoying family time at home and we've all pulled together as a community. Our main concern is that we both work from home so we're not always able to give x the full attention she needs and deserves. As she's an only child it would be great for her have interaction with other children again if the environments safe. We'd like x to have time and home and in school which is why we've proposed part-time,Thanks. • Once a vaccine or minimal chance of contracting.Maybe then. • End of June? ..wait until the outcome of the lifting of lockdown • Wouldn't be better to instead of rushing in June and use the kids as guinea pigs, to wait and plan carefully for the September opening as most of our neighbour countries? 	
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	<ul style="list-style-type: none"> • Do you think the current stage and contagious rate of the pandemic in the U.K. justify this gov decision? • Its still very risky to attend to school, because of Covid 19 can be spread around. We are very worry about health of our children • What guarantee can you give me that my child will not catch the corona virus? • 2nd week of June? To observe if the government approach of the lockdown is effective to prevent 2nd wave of the pandemic • I am completely opposed to expanding school attendance at present, on public safety grounds. However, there could be an argument for very limited, one to one contact with class teachers and pupils. My daughter is transitioning this year, and it would help her learning motivation to see her teacher in the flesh, and to see Chesswood just a little more before leaving. However, even this feels risky, so maybe more regular video calls could be arranged instead? • My apologies for the gaps in the form. However, as I have no intention of sending my child back until this situation is resolved I felt some of them not relevant. My thanks for everything you are doing and trying to achieve in furthering our children's education. 	
All	<p><i>When will you know if June 1st is definitely going ahead as a back to school?</i></p> <ul style="list-style-type: none"> • When will they be attending school in June/July? If you could give an indication of maybe a date of when Year 4 will be returning? How many weeks for will they attend until the summer term? How many pupils per class? • By what date do you think you'll be able to confirm the arrangements that will be in place? • Do you feel that you have been given enough time and resources to follow the gov advise about the return of some kids to school in June? 	<ul style="list-style-type: none"> • We are currently following government guidance to plan for increasing the number of children attending Chesswood beyond key worker and vulnerable children. • We plan to increase our intake to include year 6 pupils as from Wednesday, 3rd June. We aim to confirm arrangements for attendance by Friday, 22nd May although the government decision will not be made until Friday 29th May. • We are awaiting further guidance on when additional year groups should return. • The term dates are as on the WSCC website, with the last day Monday, 20th July 2020. • For primary schools, classes should normally be split in half, with no more than 15 pupils (government guidance). However, at Chesswood we will seek to maintain groups up to 12 (in line with classroom size) and one teacher (and, if needed, a teaching

		assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.
All	<i>Will it be a phased return before Summer holidays?</i>	<ul style="list-style-type: none"> We are following current government guidance to increase school place availability from key worker and vulnerable children to all year 6 pupils. The government aim is to phase in a return of all pupils to school before the end of the summer term but the feasibility of such has not yet been established. We are awaiting further guidance on this.
All	<i>Will you plan to open through the summer break for non-keyworker children? Kids could they continue school in August?</i>	<ul style="list-style-type: none"> The government currently has no plans to extend the summer term beyond Monday July 20th 2020, as set out on the WSCC website.
All	<i>Why were the reception, year 1 and year 6 groups identified as the first groups of students that should go back?</i> <ul style="list-style-type: none"> What is your plan for social distancing if more year groups attend school? Do you think it is preferable to suspend any re-opening beyond year 6, until September? Why are y6 the first to go back? If the government are saying it is only safe for year 6 children to return to school, why are we being asked if we want ours to return when they are in years 3 and 5? When would you plan to open the classes for year 2- year 5 kids? 	<ul style="list-style-type: none"> Under the initial government guidance, key worker children and vulnerable children have been able to attend school. The new guidance increases this to include all children in year 6. The government have chosen year groups that they believe are the most important for the first phase return – early years, as this is a critical time to develop early learning, and Year 6 as this is a critical time of transition to secondary school. We are following current government guidance to increase school place availability from key worker and vulnerable children to all year 6 pupils. The government proposal is to phase in a return to school for all children by the last month of the summer term. Year 6 pupils are returning first after half term to support their transition to their secondary schools. The feasibility of the return of all children before the end of term has not yet been established and we are awaiting further guidance.

All	<p><i>Can the children wear home clothes if their school uniform now longer fits?</i></p> <ul style="list-style-type: none"> Children have been growing and some will have grown out of shoes and uniform, but as they will only be returning for a few weeks until summer holidays can there be some relaxation in these circumstances as many parents would not want to buy now only to find that the uniform doesn't fit again in September? 	<ul style="list-style-type: none"> We are looking at children not being required to wear uniform to school <ul style="list-style-type: none"> To allow for clean clothes to be worn everyday to minimise contamination risk To allow children to wear comfortable clothing to engage in learning and physical activities in warm weather without having to change. This will be confirmed with parents
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2. Learning

Year	Core Question Similar supplementary Questions	School Response
All	<p><i>I am worried about how the time missed from school this year will affect my child's progress.</i></p> <ul style="list-style-type: none"> • Could our children's learning be affected by this if they do shorter days and also from being at home for the last 8 weeks? • will the time missed at school be detrimental to their progress this year? • Worried about how time off will affect education • If the children don't go back until September, how much of an impact will this have on their education? • Would they be expected to try and catch up on their learning for the following year if they have fallen behind? • Where on earth will you start with catching up on 2 months. It seems extremely stressful for you as teachers. Will the government give you and the children more leeway on the current curriculum and going forward less pressure on SATS in year 6? (I realise you can't answer this but as parents we think it would be a good opportunity for this to happen). • Will there be sufficient time once school resumes for children to catch up? • Does the school have a plan for catching up on time lost? 	<ul style="list-style-type: none"> • We understand almost all families hold very significant concerns about their child's learning and progress. The school leadership team and school staff have created a learning model that will minimise the impact of this period of disruption on children's learning and progress. The learning programme is within our capacity to sustain in the coming weeks and months. • Although the impact will be minimised by the joint efforts of children parents and the school learning programme there will undoubtedly be a gap between where children would have been had the Covid-19 pandemic not occurred and where they are now, almost two months into the school closure programme. • The gaps will increase differently for different children and different families and these may be significant in some cases. • The principles we would advise all families in all circumstances to help keep learning progress ticking over: <ul style="list-style-type: none"> ○ Establish and maintain a structure with your child ○ Maintain reasonable expectations of <ul style="list-style-type: none"> ▪ yourself ▪ your child at all times this may differ from family to family but all should avoid too much or too little expectation. ○ Use time at weekends and holidays to revisit missed learning or tricky learning – perhaps 30 minutes to an hour confirming with your child once the time is complete they and you

		<p>can rest, or start another different activity not school related.</p> <ul style="list-style-type: none"> ○ Where differences in those expectations between adult and child occur, seek to resolve them when the atmosphere is calm – parents should make every effort to be clear in their expectations using the daily learning plan as a guide. ○ Remain persistently positive about what has been achieved and encourage next steps. Avoid relentless comparison with high expectations, the gap that exists or with other children (including siblings). Although it may be necessary, use with caution. <ul style="list-style-type: none"> ▪ We would strongly advise parents and children against looking at the gaps or seeking to determine what might have been. This will increase worry and anxiety needlessly and will almost certainly undermining the current learning process for a child. ○ Make good use of the direct guidance and advice that is available to you through our keeping in contact system and through email with the year teams. <ul style="list-style-type: none"> • The first step would be for families to reach the ‘LEAST WORST’ position in terms of their child’s welfare and learning. If you have got there well done it is not easy! This would hopefully be a flow of welfare and learning where children are generally happy, engaged and making some progress. It is also important to remember that formal learning at school is far from the only learning children develop. Children develop through personal experiences, from family members and as they grow and mature – the negative impact therefore whilst it will exist may be less than some expect.
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		<ul style="list-style-type: none"> • Until schools return to full time education any catching up will be frustrated and we, along with children and families will be seeking to minimise the gap with reasonable and pragmatic actions and routines. There are some parallels with countries that experience major natural disasters and how their schools and families secure the route back to optimal learning. School leaders will be reviewing materials from around the world in the coming weeks to support their thinking on a recovery plan. • Catching Up is an interesting concept. It is clear within Chesswood and from discussions with other school leaders that the arrangements for children's learning prior to the Pandemic were almost optimal. There were always things we could improve but typically the speed, structure and expectations for learning and achievement were high. On our return to full time education <ul style="list-style-type: none"> ○ school leaders will have looked again at curriculum timings to determine which subjects or units could be reduced to enable more focus on core subjects such as English, maths and science. Particularly where subject matter may be repeated for consolidation. However, caution is needed, even here, as the other subjects give life and context to the purpose of English, Maths and science. Careful decisions will be taken. ○ Subject leaders have worked tirelessly to review every aspect of their curriculum plan, something that would be almost impossible to do at this depth normally. Therefore, we are confident gains will be made as a result of this. ○ Many staff have been undertaking wide ranging professional development to support their improved effectiveness during this period of school closure. This will continue and we
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		<p>expect</p> <ul style="list-style-type: none"> ○ Children will influence catch up greatly, their readiness for learning, their attendance, their engagement and behaviour within and beyond the classroom. ○ Parents, equally, will be an essential partner in maximising their child progress now more than ever – particularly in maintaining established routines to support home learning. ○ There is no single answer to this it will rely on how effectively school, children and families can work as one team and sustain that in the years to come within and between schools. This is why transition arrangements are a main focus for schools.
	<p><i>How do you carry on learning at school and learning at home equally? I would not like my daughter's education to fall behind because of the decision I make.</i></p> <ul style="list-style-type: none"> • Will the class my daughter is in start to initiate new learning rather than consolidation tasks when a critical number of students start attending class? We worry this will put our child at a disadvantage if she is to stay off school. • Does it make a difference if some children have been doing more home learning than others? • Will the lessons be as 'normal' or will it be a lot of independent study i.e., IXL 	<ul style="list-style-type: none"> • Initially the Y6 classes will be aligned to the online learning curriculum but we expect to move back to a version of the expected Y6 curriculum in the coming weeks whilst prioritising safety. We are looking at ways to minimise the difference between home and school learning but it is likely that children attending school will begin to secure an advantage – due to resource and expertise within school. • It will certainly make a difference if some children have been in a routine and have covered more daily learning tasks than others. BUT we must remain focussed on what is in front of us for an individual rather than worry about comparisons – almost every family will have made the very best decisions at each stage of this and will have tried their best – when children return to school our team will work with children from where they are actually at and will chart a course to move through the next learning steps and maximise learning progress in partnership with parents and the child. • With regard to advantage and disadvantage from

		<p>decisions parents make, we have been faced with countless difficult choices in recent weeks and we have been helped by focussing on the BREXIT principle (this is Non-political!). - if faced with a decision that is finely balanced and can be plausibly argued either way, make the decision knowing the positive effects expected and the resulting cons. This is particularly important if you are agonising over something, it is being delayed or you are simply going around in circles. A decision taken at the time will be right for you at that time. Repeatedly second guessing your decision will probably not lead to a significantly better decision so make the decision and move on. It may be revisited and adjusted later based on experience and or new information.</p>
	<p><i>Will the online learning school work still be sent home?</i></p> <ul style="list-style-type: none"> • If we decide that we are not happy to send them back to school yet, will the home learning still continue? 	<ul style="list-style-type: none"> • We expect, for the summer term, to maintain the online daily learning tasks and the hard copy packs where these are needed. This does rely on staff availability but we are broadly confident this can be sustained. It may also be required in the autumn term and beyond in view of the 2m distancing expectations. • This has been the central desire by schools when expanding for whole year groups i.e. how we can balance the need for staff to be in school and maintain two other learning streams sustainably in the coming months – not because teachers are innately a lazy bunch :-)
	<p><i>I am concerned that my child will need extra support on her return to school, and wanted to ask if consideration has been placed to creating after school groups to address these knowledge gaps.</i></p>	<ul style="list-style-type: none"> • We recognise that children will be in very different places after this. All children, on their return to full time education and when schools are fully open, within the first half term will be assessed comprehensively in English and maths learning programmes. • With regard to after school groups, typically these

		<p>have been unsuccessful as attendance is sporadic, if at all. Children do, contrary to popular belief, work hard during the school day and adults also need to recognise there is a reasonable limit that, when passed, provides diminishing returns. In addition to this, we would also need to pay staff for additional work undertaken. Our budget only just balances and we couldn't commit to any further expenditure without their being any additional revenue. Finally, when we return to full opening the excessive demands on teachers will return, it is unlikely they would have the capacity to sustain after or before school groups. So that is the negative bit...The positive aspect would be that our comprehensive and flexible Pre-Pandemic home learning programme provides more than enough effective learning activity for any child, of any age in any circumstance.</p>
All	<p><i>Would you consider setting up Zoom/Skype connection to live classes so children who are at home can still watch their teachers deliver the lessons?</i></p> <ul style="list-style-type: none"> • Would you consider setting up zoom teaching sessions for those children at home? • For students who choose not to return will daily online learning continue or would it be possible for them to join the class via something like zoom? • Considering the Covid 19 and the seriousness of it, why school doesn't teach pupils via interactive teaching (i.e. Skype or similar). That way, teacher's can teach all classroom at once and everybody can stay safe, kids can ask questions etc. Thanks • Are you investigating using any video conferencing software like MS Teams so that a small group of children could interact with their teacher and each other either to learn or just to catch up with the teacher and each other in an online environment? This could be beneficial to children feeling lonely and isolated. We also wanted to say thank you to everyone at Chesswood for all your hard work in looking after the children and continuing their learning during the crisis. 	<ul style="list-style-type: none"> • At this stage, we are not planning to use Zoom or Skype for home learning. The home learning has been designed in a way so that children can access this independently and we would not want to restrict families to specific times due to competing demands at home, such as shared use of computer for internet access. • Daily learning will continue to be published for each year group – year 6 children attending school will follow the online learning within school. • We appreciate it is difficult for families, especially with parents working at home whilst children work independently, however we would ask parents to be responsible for monitoring their children – it may be worth setting up a timetable for your child at home to follow, with regular breaks, or setting up a specific learning location for them to help them focus. • We are trying to balance the capacity of staff to meet

	<ul style="list-style-type: none"> • Could more use of teaching apps or group chats be used? As having children working through online work all day or part day without adult supervision doesn't work very well. Dad and I, are lucky we are both able to work from home but this means our ability to supervise school work is limited. Even if they just were able to have an hours lesson per day, this would break up their day and they could see their teacher and classmates. 	<p>a wide range of needs – from those who have more than sufficient technology, to those with no access at all. The key focus is trying to provide resource that all can access. This is increasingly important as the return of Y6 will mean we need to use the vast majority of staff available in school.</p>
All	<p><i>What will the school do to manage the learning which has been missed due to school closure?</i></p> <ul style="list-style-type: none"> • When schools (presumably) reopen fully in September, will areas of education missed during lockdown be covered again? • If they're not meeting learning goals could they repeat the year • How is the transition from year 3 to 4 be managed to ensure the emotional well-being of the children? Will there be an overlapping period to ease this with the same teachers kept on to make this easier for the children • How will the start of year 4 look, will there be an element of 'catching up' what all the children have missed out on from year 3? • You're all doing an amazing job. (Unfortunately, we're not doing amazing at home schooling as struggling to work from home and keep everything going). I'm sure we've had Covid, started week before school closed. • This seems to be a very difficult situation for the school to have to deal with, and a lot to ask of all the staff that work at the school. On the whole keeping the children at home is not a problem, although getting them motivated to do schoolwork is increasingly difficult! That is the only slight concern we have 	<ul style="list-style-type: none"> • All children will be at different stages – this is understandable and unavoidable in these circumstances. We will work together as a team with parents to help take the children forward from the point they're at when they return to us in September. Never before has it been so important for a good home school relationship to exist to support children but all adults must manage expectations well to ensure children keep a love of learning and remain confident in their achievements rather than a focus on the gap that still exists.
All	<p><i>Will it be normal school work/learning?</i></p> <ul style="list-style-type: none"> • What will be the school's focus? Will it be predominately educational or will resocialisation and readjustment to a 'new normal' be given equal weighting? • Would the work they do be the same as the work for home learning? • Will my daughter be learning? • Will a year 6 child be doing substantial curriculum learning that would be detrimental to miss given that they aren't doing SATS and are in their final term before leaving? 	<ul style="list-style-type: none"> • The learning will follow the home learning tasks as closely as possible in the school setting. These are quality learning opportunities which are designed in a way to reduce the need for support from adults – which would be harder to provide under social distancing guidelines. • We will increase the number of safety and PSHCE sessions for children in school to help them manage in school.

	<ul style="list-style-type: none"> • What work would year 6 children be doing until the end of term? • Will online resources cease at the point school reopens? • Would a full curriculum be in place or would it be more to enable the children to learn but mainly to get closure for the end of the school year? E.g. see friends and teachers before leaving so are more settled when returning (hopefully in Sept). • What would be arranged learning/activity-wise for the rest of the term (would they do Goblin Karts, for instance)? I've heard after SATS week normally there would be no more maths/English for Year 6 students. • Does kid have to learn all the subjects every day or would it be alternative days? • How close to a normal curriculum will pupils be studying if they return in June? 	<ul style="list-style-type: none"> • This won't be normal year 6 learning for this time of year. • We are looking at how we could deliver part of the Goblin Car project safely within the guidance set. • We are currently liaising with secondary schools to explore the feasibility of transition days for our year 6 leavers. The format will be different to previous years to take into account government guidance and social distancing requirements.
All	<p><i>What is the situation with regards trips that were intended for later this year?</i></p> <ul style="list-style-type: none"> • Some info about Bristol trip. Should we keep paying instalments? Are school looking in to rearranging for next summer? • Missed events such as cycling proficiency, trips be offered upon return when viable? • What is going on with carrot woods, I have paid in full. 	<ul style="list-style-type: none"> • All day trips and visits by outside providers have been cancelled for the summer term. • We are currently in consultation with the local authority regarding both residential trips, Bristol and Carrot Wood, to decide on the best option to take. • Until we are more clarity on this situation, you will not be required to make further payments but no refunds can be made at this time. • Should the trip be cancelled, all money paid by you will be refunded. • If the trip goes ahead as planned, the balance of payments would need to be paid before a revised extended deadline prior to the trip
All	<p><i>I presume that classes would be split into 2 groups and that the classes wouldn't be mixed up, i.e. they will be kept with some classmates.</i></p> <ul style="list-style-type: none"> • Will children be able to return to their previous classes and class teachers? • How will children be grouped? • Will children from essential key worker families be integrated in classes? • How will pupils be seated in class? 	<ul style="list-style-type: none"> • Where possible children will return to their previous teacher or be in a class with a TA that is overseen by their teacher. Where this is not possible due to the teacher being unable to return to work, a teacher they know well will be teaching them. • Because of the government guidance to have reduced classes of no more than 15 (and at Chesswood we have opted for no more than 12 so we

<ul style="list-style-type: none"> • Size of classes • Would they go back to their normal class? • Are you hoping to split the day to keep classroom sizes small or alternate full days? • When school returns in September will it be full time and normal class sizes? • Will my daughter have contact/lessons with her class teacher in yr 6? • How will the classrooms be arranged? • How many children will be in each class and will they be with their friends / class teacher? • Will children be in their original classes? • How many children per class are you expecting? • Will the children have the same whole day set up regarding break times and lunch • Will we get to choose when our child attends or be given a timetable ? • What is the schools focus in terms of what they want children to get out of returning to school? • Will social distancing mean that you will need to split the classes into smaller groups? • If a part day or week scheme is provided can this be consistent for term so that work can be planned around this rather than a week or two at a time • Will the children have their own teacher? • Will they be with their class • Will my daughter be in the same class or will the classes be mixed? • Can they request to attend with friends? • Is she going to be taught by her regular class teacher? • Will class sizes be lessened / classes be shared into multiple rooms? • Would it be possible to arrange some kind of meet up for the children, to see their teachers and classmates and say goodbye, even if we decide not to go ahead with sending her back to learn? • When the children are to return will it be the entire class or a number of students on different days? If the latter, how will you choose the smaller groups? eg, friendship groups/ alphabetically • Would children try to be placed with familiar adults and peers 	<p>can more effectively manage social distancing) classes will need to be split.</p> <ul style="list-style-type: none"> • The split year 6 class will be spread out though the year 5 and 6 classrooms. • The class teacher will choose how the class will be divided with strong consideration given to friendships and working groups. We understand that friendships are an important part of school life. • To minimise the risk of transmission of Coronavirus through close contact, the household groups of the classes will not be able to mix but could make contact remotely for example through Teams meetings. • The year 6 key worker and vulnerable children will be reintegrated into their classes as the year 6 children return. • The children will be seated separately on a designated desk. The classrooms have been prepared ready for their return with half of the furniture removed to facilitate social distancing. • Current guidance from the government requires all year 6 children to return to school full time. • The learning will focus on consolidating their learning in year 6, exercising and preparing them for transition to Secondary school.
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All	<p><i>What extra provision is in place to support children with additional needs?</i></p> <ul style="list-style-type: none"> • As classrooms and structure would have to change how would this be introduced to children with additional needs? • Does SEN children also can return to school earlier? 	<ul style="list-style-type: none"> • Under the initial government guidance, children with EHCPs and a social worker have been able to attend school. The new guidance increases this to include all children in year 6. • The support that was available to these children will still be available under the new arrangements, including 1:1 support where specified. • For some children, the smaller classes (12 children and under) will be beneficial. . • Key pupils have been identified for extra support through the pastoral team before return and will be added through concern@ email for new staff concerns. • EAL pupils will be supported (via class teacher/TA emails) through the EAL support team. • Personal plans/risk assessments are made for vulnerable pupils
All	<p><i>Computer resources</i></p> <ul style="list-style-type: none"> • Why isn't the Government/School providing families in need with a laptop as I run a Business and with money we are unable to eat let alone pay our bills and rent and it is ok suggesting for us to do course work which I'm happy to help but if it from the computer than is providing us a income then it virtually impossible, it seems if you are a poor family you are disadvantaged and they are the ones who need the help and the rich probably got multi laptops in their household, I like the effort the teachers are making but if you haven't the tool to complete the task it tricky so can someone help ??? 	<ul style="list-style-type: none"> • We understand that for many families where there is limited online access (high demand due to work or other siblings, mobile phone only) or no access, this makes the online learning tricky challenging or impossible. • If you contact Chesswood or request through your home learning support phone calls, we can provide a hard copy home learning pack to support your child. • School do not have laptops and iPads are set up to allow use on the school site only as a measure against theft

All	<p><i>Will transition day in July still take place? If so, how will that work?</i></p> <ul style="list-style-type: none"> • Would transition days be happening? • My child has EHCP and has not had an opportunity to review high schools, he needs to select his choice by July. Can this be differed until schools are reopen and viewings/selections would be possible? • Year 6 pupils will need the seven weeks until the end of term so they can say goodbye to Chesswood in the manner the school is well known for. This will help them in the transition to senior school. • would be keen for my child to attend a transfer day at St.Andrews • Do you have ambitions to build and race Goblin Cars? This is a massive deal to many Y6s who have been looking forward to doing this since Y3. This is one of the major reasons that my child wants to go back to school - you've inspired her! • Will there be leavers events that the children who chose to stay at home will be excluded from? 	<ul style="list-style-type: none"> • We are currently liaising with secondary schools to explore the feasibility of transition days for our year 6 leavers. The format will be different to previous years to take into account government guidance and social distancing requirements. • We are seeking ways to deliver part of the Goblin Car project in the Summer Term • Due to social distancing guidelines, sadly it will not be possible to run the leavers' events as we have done in previous years. We understand that for many of the year 6 this will be very disappointing as they see them as their rite of passage. We will seek to hold an event for children, once restrictions have been lifted, even if children have started at secondary schools.
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3. Keeping Children Safe – Hygiene Measures / PPE / Mental Health and Well-being

All	<p><i>What will the school do to monitor children and adults for Corona virus symptoms? Will you be taking their temperature as they arrive?</i></p> <ul style="list-style-type: none"> • Will you take our children's temp every day? How will you monitor infection? • Will children's temperatures be taken on entry to school? • Would you take the children's temp. On arrival? • Will you still be testing children temperatures daily. • Will you be expecting children to be temperature checked before school? • Will there be health checks / monitoring carried out on children and adults on daily basis when entering school premises. • Are you putting safety measures for student like for example a temperature check on the gate? 	<ul style="list-style-type: none"> • Temperatures of staff and pupils will not be taken as they are no longer deemed to be a reliable indicator of Coronavirus infection (government guidance) • Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, loss of taste and smell and high temperature, and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus. • Any pupil who displays signs of being unwell, such as having a cough, fever or difficulty in breathing will be immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times. This is a child friendly process. • The parents of unwell pupils are informed as soon as possible of the situation by a relevant member of staff. • Any pupils who display signs of infection are taken home immediately, or as soon as practicable, by their parents • Parents are required to follow current government advice and get a test and inform school of the results.
	<p><i>What hygiene measures are the school implementing?</i></p> <ul style="list-style-type: none"> • We are really keen to understand how the school are intending to do this whilst keeping the children safe • If the schools are reopening what kind of safety precautions will be taking a place? • How will it be possible to keep children and staff safe if they return due to the large number of pupils that attend Chesswood? • How secure is my child for covid-19? • What would the cleaning regime be for the school with increased pupils? 	<ul style="list-style-type: none"> • Children will be instructed about hygiene through lessons, posters and regular reminders. • Effective handwashing facilities will be provided, and children will be required to wash their hands at regular and specific points during the day – this is done in classrooms so can be monitored by staff. • Tissues will be provided for each class and children reminded to “catch it, bin it, kill it” • The school will be cleaned regularly while it is open focusing on hard surfaces including door handles,

	<ul style="list-style-type: none"> • Will hand sanitiser and additional opportunities for pupils to wash their hands be made available in school? • How will you ensure that all surfaces and all equipment and furniture will be germ free. (we currently wash all shopping from the supermarket) • Will the school be able to facilitate deep clean if required/supply or hand gel? • How will you ensure hand washing is done? And done correctly? Will bathrooms be monitored? • How will hygiene be managed e.g. washing of hands. Making sure there is soap in the toilets, table tops being cleaned • Will the teachers encourage children to wash & dry hands regularly? • Would there be additional hand cleaning stations at every external door and throughout the building? • Kids play with all sorts at school and share. Can you sterile everything • How will children be reminded to keep themselves safe whiles at school, who will be appointed to remind them of hygiene, washing their hands and applying hand sanitiser, will hand sanitiser be provided at school? • Have the government identified any further resources for you to staff the school in order to cover any staff shielding/illness and changes required in deep cleaning 	<p>tables and chairs, toilet flushes, handrails and shared resources.</p> <ul style="list-style-type: none"> • Children will have a designated desk and will remain at that desk for work and to eat their lunch and this will be cleaned during the day. • Shared resources will cease to be used unless they can be thoroughly cleaned between use. • Contact between people will be reduced as much as possible to reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group (bubble principle) and that small groups stay away from other people and groups. • For primary schools, classes should normally be split in half, with no more than 15 pupils (government guidance). However, at Chesswood we will seek to maintain groups up to 12 (in line with classroom size) and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. <ul style="list-style-type: none"> ○ Capacity calculations have been undertaken to establish number of children that can safely be present in classrooms. (consider use of halls as classroom to maximise capacity within safety guidance) • For full information on all the measures being taken, please see the school's risk assessment – School Website > Parents > Covid 19 > Expanding School Attendance > Risk Assessment
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<p><i>What are the arrangements with regards PPE – can this be worn?</i></p> <ul style="list-style-type: none"> • Will children and teachers be required to wear face masks? • Would children and staff be required to wear masks on school premises? • Will the children or staff need to wear PPE • How would teachers be protected? PPE or part time hours, as they're the ones putting themselves in harm's way, I'd like to be happy that they are happy before sending my child in. • Will they be required to wear face masks? How will this be controlled? i.e. homemade vs. medical grade Who would provide these? How many would be needed for each child... Spares/replacements for the kids that will break/lose them?!! • What will be the guidance for PPE • Will Chesswood children need PPE? • Would face masks / coverings be advised for pupils and staff? • Will the children be required to wear face masks? • Would it be sensible to recommend adult and children wear face coverings were possible? • Would the school consider all children/teachers being required to wear masks as a safety measure? • Would all children wear face masks to help prevent spreading? • Should kids wear mask as a protection for themselves and others? • Will the children and teachers be wearing face masks? • I feel there is increased risk to staff as they will be coming into contact with more children Have you been advised on wearing any PPE? • Do the children need to wear a mask? • Will there be any PPE requirements? • PPE for staff • Will my child be allowed to wear a face mask at school? • Would the children need to wear mask for them to come to school? • Would facemasks be considered as an option to allow children to go closer to one another if needed? • Will face masks need to be worn? • Will staff have to wear masks? 	<p>For children:</p> <ul style="list-style-type: none"> • Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Children are not allowed to wear face coverings on school grounds. <p>For adults:</p> <p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • Children whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. • If a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. • When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination.
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	<ul style="list-style-type: none"> • Would the teachers wear face masks would the children? • What hygiene regimes/PPE will be available to children in school? • would you be recommended children to wear PPE for when they do return to school? • Are you planning children should wear masks as has been advised in public places. thanks • will children be aloud to wear mask in school? <ul style="list-style-type: none"> • Are they going to wear masks? • Is there any protective equipment to use in the classroom? 	<ul style="list-style-type: none"> • Face masks must: <ul style="list-style-type: none"> • Cover both nose and mouth. • Not be allowed to dangle around the neck. • Not be touched once put on, except when carefully removed before disposal. • Be changed when they become moist or damaged. • Be worn once and then discarded - hands must be cleaned after disposal. • Meal supervisors to wear disposable aprons and face covering/mask when serving food in order to protect others from contamination. • If staff wish to wear face coverings, we will not prevent them from doing so.
All	<p><i>What steps are the school taking to help support the mental health of children and staff?</i></p> <ul style="list-style-type: none"> • How will the school manage the impact this will have on their mental health and wellbeing? • Is there any support around the children's mental wellbeing as well as accessing education within the school • Will any attendance be considered transitional, and will there be an emphasis of social and emotional needs after such a traumatic and uncertain period? • Our daughter suffers from anxiety especially when dropping off in the mornings. After having so much time at home, my concern is how she will adapt back into normal school routines. • If there will be emotional and mental wellbeing support 	<p>Staff</p> <p>The following steps are in place to help support staff during this time:</p> <ul style="list-style-type: none"> • Staff to approach their line manager (or SLT) for support and guidance, where necessary. • WSCC Stress risk assessment to be undertaken when appropriate to help determine support required. • Members of staff (T/TA/Office, etc.) to 'stress test' the risk assessment to ensure that any issues are found and resolved. • WSCC counselling programme – 0800 030 5182 • There is a strong team ethic amongst staff at Chesswood. We are working closely with staff on expectations on returning to work – staffing in school by consensus as far as is practicably possible. <p>Children</p> <p>The following steps are in place to help support children during this time:</p> <ul style="list-style-type: none"> • PowerPoint designed to highlight procedures around school and to be discussed regularly by teachers/ TAs to reduce anxiety.

		<ul style="list-style-type: none"> • Regular PSHE lessons will be encouraged to share experiences, discuss anxieties and raise self-esteem. • Children encouraged to talk to member of staff to discuss their feelings and the pastoral team will be available each day. • worries@ email for children to use from home if needed. • Worry boxes will not be used due to the potential for cross contamination and lack of free access for children around the classrooms. • Key pupils have been identified for extra support through the pastoral team before return and will be added through concern@ email for new staff concerns. • EAL pupils will be supported (via class teacher/TA emails) through the EAL support team. • Personal plans/risk assessments are made for vulnerable pupils.
All	<p><i>What support would be in place for those who need additional support or small group work?</i></p> <ul style="list-style-type: none"> • would the allocated TA support he receives due to his EHCP still be available, and how would that support work with the 2m social distancing? • If a child has SEN and needs extra support, how would this be given from such a distance, and without disturbing the rest of the class as the learning assistants would not be able to be close to the child. 	<ul style="list-style-type: none"> • Staff are expected to stay distanced from children in class. • Visuals are clearly displayed across the school. • None of our pupils with 1:1 support have personal care needs so can be expected to, with support, follow the same social distancing and other health and safety rules within school as outlined in this guidance document and the school risk assessment. • Support the child to understand the rules through the use of social stories, role play, concrete objects to show the distance e.g. a stick with a fun toy on the end. Avoid constant 'nagging', make it fun and relational. 1:1 TAs can connect emotionally with their child without needing to be in close contact. • If the child forgets and gets too close, remind them in a fun way if possible. If this continues to be an issue consult with the SENCo.

		<ul style="list-style-type: none"> Pupils' individual behaviour plans are reviewed, and specific control measures identified and shared with pupils and staff where necessary.
All	<p><i>How will you maintain social distancing guidelines, especially during play times?</i></p> <ul style="list-style-type: none"> How will the school manage social distancing? Will you stagger break times for classes and how will you ensure social distancing? How would the distancing work? Spacing, sharing equipment etc. The rooms are quite small and kids don't have their own table. How will social distancing be managed? How will social distancing measures be made and maintained given the increase of pupils attending. How do you plan to manage children who are extremely tactile/emotional and hug both staff and students regularly for support or play? How would you envisage being able to respect the 2 metre distance in class and playground? How would social distancing work in the building? How is school going to manage school social distances. How can the school social distancing as per the government guidelines? How is social distancing being implemented? How can we be reassured for our children's compliance with social distancing? Do you have any plans in place for September onwards? As it seems like social distancing will be a long-term thing Clear understanding of how the social distancing would be implemented and particularly how it will be enforced? How will we manage social distancing? Break times? Lunch? Drop off etc? Is there any plan to maintain adequate gap between children? As already stated. Social distancing would be hard and unnatural for children. Seeing and playing with their friends is a massive part of school. how will social distance, protection and hygiene standards be set out? 	<p>Staff</p> <ul style="list-style-type: none"> Staff to maintain social distancing rules when moving around the building (2m as far as practical). All rooms have maximum capacity displayed – with unnecessary furniture removed Where possible (capacity) ensure an area of school is kept child-free providing access to IT for those not able to work from home efficiently. <ul style="list-style-type: none"> Currently upper building. PPA & PPA2 (6SJ). <p>Children</p> <ul style="list-style-type: none"> It is important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups. <ul style="list-style-type: none"> All groups of children in school will remain together (maximum 12 per group - bubble) and not mix at any point throughout the day (this follows a 'household principle' where the group is isolated from all others through social distancing). Groups / bubbles will not mix – there will be no assemblies and most shared areas will be out of use. Desks in classrooms are 2m apart. Children have an allocated desk and remain there within the classroom. Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days.

	<ul style="list-style-type: none"> • Do children still have social distancing in school? • Will social distancing still be in force • Will schools be able to control social distancing, for example when children are playing? • What safety precautions would be put in place to minimise catching the virus in school. • How will the social distancing work especially at break times? • what measures will the school do for children to maintain safe distancing in school? • Assuming you plan to try to allow an element of social distancing in classrooms, will this extend to break times and lunch? • How can you manage to keep children 2 meters apart? • How big will the classes be, and how will you enforce social distancing? • How will social distancing be implemented? • How would social distancing work if there any more children coming into school? • How will social distancing take place? • How would you ensure pupils keep the social distance when using communal areas i.e. Playground, toilets, canteen etc? • How will you maintain social distancing at playtime? • How will it be possible to enforce social distancing if at all? • Is it possible to maintain distancing/hand hygiene practically in school while engaging all activities? • Will you guarantee 2m social distancing for pupils and teachers once school reopen, considering that school have large number of pupils ? • How would social distancing be managed in classrooms and playgrounds? • How would you control playtime? • How can the school (or any school) assure 2m social distancing between children and between children and staff? • what measures are being put in place for the potential reopening to a wider amount of children? • How can you enforce social distancing within the school and classroom? • How would the children be kept apart? 	<ul style="list-style-type: none"> • We know that primary age children cannot be expected to remain 2 metres apart from each other and staff. However - <ul style="list-style-type: none"> • Teachers to insist, wherever practicably possible, that children within their group maintain 2m social distancing from staff and each other. • Classroom floor taped to provide socially distanced area for teacher • Table layout maximises distance between children and staff (2m) • Maximise use of outside space: <ul style="list-style-type: none"> • For exercise and breaks – social distancing / zoned areas / staggered breaks – see modelling (staff areas zoned). • For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff. • Sun safety to be followed and communicated at all times. • Outdoor equipment should not be used unless it is appropriately cleaned between groups of children using it and that multiple groups do not use it simultaneously. • Equipment that would be used by multiple children in one session – e.g. basketball – should not be used. • Playgrounds are zoned to keep each bubble of 12 separate – including on arrival to school. • Social distance playground activities shared with children • Leaders to supervise play times from zoned areas • Teaching staff must keep safe distance at all times where possible when teaching. • Where children may require extra assistance a 2-metre rule must try to be enforced.
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	<ul style="list-style-type: none"> • I would like to know how social distancing is going to be achieved? • I'm sure classrooms could be arranged with spacing if there are reduced number of children. The challenge will be transit through corridors and toilet visits? How would this be managed? • I don't see how you could possibly reopen school and have the children back, even in limited numbers, while still adhering to social distancing laws. I think children will struggle to understand and it will cause them unnecessary stress and worry for what will only be another 4 weeks of schooling. The same applies to the teachers having to facilitate this. • How does the school propose to manage social distancing between all members of the school community at drop off and collection? • How will you arrange the children in the classrooms so they are at least 2m apart? • How realistic is social distancing? • How can the school despite every intention and best effort meet all Government guidance if ALL year groups are back at School before the Summer break? I appreciate this is an utter logistical headache! • How are you going to get the children to keep the social distancing? In the classroom? At the playground? • How the school protects each other • How will social distancing be applied in classrooms and will care and understanding be given to the children in this difficult time. • How would you implement social distancing? • How to practice 2m distance if more children attending school? • How is it possible to socially distance at school? Children quickly forget! • What measures will be in place to ensure pupils remain 2m apart? • How would playtime work? That is time when kids would naturally get close to each other, even if they tried to keep distance. • How much teacher can restrict children according to social distance measurement? Especially, for younger children. Wouldn't it put so much pressure for teachers to observe and control? • How will outdoor play be kept socially distant? • How will social distancing be managed during school drop off and pick up? • How will the 2m rule on distancing be observed for pupils and staff or would this be ignored within class (more practical) but adhered to 	<ul style="list-style-type: none"> • Contact point activities have been removed e.g. marking next to children • Avoid any activity where you are passing items around a class e.g. Circle time objects, artefact sharing. Avoid all activities where contact may occur – PE / Gymnastics. • Staggered opening times / break times / lunch times / end of day will be communicated to all parents and children. This will minimise chance of contact and support maintaining social distancing in school and at gates. Leaders will oversee gates to maintain social distancing and drop-off and collection. • Limit the number of children using toilets facilities at one time. <ul style="list-style-type: none"> • Break times use one in, one out system. • Only one child per class to leave at any point during lesson time. • Queuing pupils to use 2m guides on floor. • If no queue, pupil to call in to toilet to see if it is busy. • Posters on doors as reminder and all pupils to be reminded regularly by teacher/TA. • Inform the child of the importance of washing their hands after using the toilet and where possible. • For full information on all the measures being taken, please see the school's risk assessment – School Website > Parents > Covid 19 > Expanding School Attendance > Risk Assessment
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	<p>outside the classroom for example break times, and would breaks and lunch be staggered to support this</p> <ul style="list-style-type: none"> • Everyone talks about children being off until probably September, how will you handle all year groups in school potentially and probably social distancing? As I can't imagine everything will be back to normal even then. • What would they do at break time? As I can't see children being able to run around and stay apart. • How would social distancing work during break? • How can we as parents be assured social distance is adhered too, in school? • Schools can't even keep children from getting nits so how can schools keep children 2 meters apart from their friends they haven't seen in weeks? • How will staff and children be safe if you are trying to open for the whole school? • What would the lunch break / playground arrangements be like? • What changes school will do in regards to children's social distancing? • How would free-time/ playtime be management in terms of 2-meter distancing? • How would playtime be playtime? • How do you expect children to socialise with their friends and ask them to keep 2 metres apart? • How will you manage social distancing in breaks? • How will assemblies work? As normally it is a packed-out hall. • Can children really eat on separate tables? Is this correct/normal it will feel very weird? • how will you enforce social distancing; both in class and in the playgrounds. • How will you stick to 2mtr distancing? • How would playtime be managed? • Will you stagger break times for the class groups in each year to avoid the whole year being in one playground • How would social distancing work for the children when they are usually outside playing - break and lunchtimes for instance or sports? 	
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	<ul style="list-style-type: none"> • Will there be plenty of outside time with social distancing measures (to lessen close contact inside) • How would you make sure social distancing was being done if there were a lot more people at school? • How many children will be in the classroom, can it be staggered so that contact is minimised • What are the preventive measures that are going to be implemented during the children's time in school? • How will the children social distance within the class and playground? • Are you able to social distance within the building? • how safe will the children be? • What is your plan for social distancing if more year groups attend school? • Will the children of parents who are key workers, particularly those working frontline at the hospital and care workers be mixing with those children who have been at home and in lockdown 	
All	<p><i>If a child or teacher in the class is unwell with Corona virus, would the rest of the class be notified?</i></p> <ul style="list-style-type: none"> • Will you publicise how many children and keep parents updated as to the number of children who develop Covid-19 at the school, in case the school becomes a hot-spot of virus? • What happens if a child/teacher gets symptoms? Is the class advised to then self-isolate? • If a member of staff or another pupil in the school is tested positive for Covid19 will all the other staff/pupils get tested as well? • Will parents be notified of the number of positively identified Covid cases within the school? • What will the procedure be, if you have any confirmed cases of COVID-19? • Were there any diagnosed cases in the school before the school went into lock-down? • Do you foresee a need for a system whereby you alert parents if a classmate, schoolmate or their family is ill? • What would happen if a child who was attending was found to have Covid19? 	<ul style="list-style-type: none"> • Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, loss of taste and smell and high temperature, and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus. • Any pupil who displays signs of being unwell, such as having a cough, fever or difficulty in breathing will be immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times. This is a child friendly process. • The parents of unwell pupils are informed as soon as possible of the situation by a relevant member of staff. • Any pupils who display signs of infection are taken home immediately, or as soon as practicable, by their parents • Parents are required to follow current government advice and get a test and inform school of the results.

	<ul style="list-style-type: none"> • If there are any suspected cases of Covid -19 will all parents be informed or would it be only for parents of children in the same class. How many cases would we need to see before school ceases to operate. • As the school has been opened to key workers during this time, has there been any infections within the school during community opening hours? The school has done amazing job in supporting home learning, setting up daily tasks, communicating and so, thank you. And as I can work from home, I don't want to send my boy in unless it is safe to do so and also allow others who are not able to work from home to get the space where needed. I of course don't want him to be behind neither. So, I would be happy for my son to have a test of his year curriculum, just to establish if he is on track or behind on anything. And of course, if it was safe to do so, I'm happy for him to attend school, as he is missing his friends. • What happens if a member of staff or child contracts Corona Virus? • I'd want us all (pupils, families, school staff) to have antibody tests before attending school so those who test positive (already had COVID) can be grouped with like pupils and teachers and those who test negative can choose to be attend school or not, and if in attendance, be shielded within the school with other negative pupils and staff. It would add some protection and peace of mind for all. • Will we be notified of any cases of Covid 19 in the school 	<ul style="list-style-type: none"> • Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. • For full information on all the measures being taken, please see the school's risk assessment – School Website > Parents > Covid 19 > Expanding School Attendance > Risk Assessment
All	<p><i>Could there be staggered arrival/leaving times to avoid excessive contact with other parents collecting pupils?</i></p> <ul style="list-style-type: none"> • Do you feel a staggered opening would be the way forward? • Would the children be expected to attend every day or would they attend every other day/ or less days on a staggered approach during the course of a week? • How will you control the dropping off and pick up measures with so many children enrolled in your school? • Would all children be given the chance to come in on reduced days or times 	<ul style="list-style-type: none"> • Parents and children will be informed about drop off and collection times and process before the start date. • Only 1 adult to drop off/ collect pupils; they cannot gather at the entrance gate and may only enter the school site if they have a pre-arranged appointment to do so. <p>Children arriving at school:</p> <ul style="list-style-type: none"> • Y6 (Group A) 8:45 start – 3:00 finish (arrive from 8.30) Ladydell Rd.

	<ul style="list-style-type: none"> • If there is a part or alternate week plan for children how does this affect parents returning to work ? • What does the school have in place for parents collecting their children from school? • How would pick up and drop off work out as the front entrance is small and has problems with bottle necking and has little room for adults to keep social distancing. • Will the children be allowed to walk to school and back home on their own? Or the parents need to handed over them to a member of staff? • Would there be a one way system or staggered start / end times to enable social distancing for parents and families at drop off and pick up times e.g. where there is only narrow access to get into the Y3 playground from the front playground? • What physical distancing measures will be necessary during drop-off and collection? • How would you manage the school gate? There is always so many people cramming their way through! • How will pick up and drop offs work so that theres not lots of people in one place too close to eachother? • Will there be staggered drop off and collections to limit the amount of parents at the school gate? And 2 meter markings to keep them away from other parents? • How will pick up and drop off works when you'll have extra people in the playground? • One challenge will probably be the school gates? How to deal with spacing and distances. • How is collection of children after school going to be managed? • Staggered arrival in school, queuing up, straight in on arrival? • Half days would be difficult re with and siblings in other schools especially if they are also in in half days • School drop off and pick up - social distancing • How will you ensure social distancing at drop off/pick up time if you have an increase of pupil attendance? • We use the Ladydell Road gates and walk across two playgrounds to drop and collect from Year 3 playground. Will there be social distancing measures in place for parents? 	<ul style="list-style-type: none"> • Key worker and vulnerable 8:45 start – 3:00 finish (arrive from 8.30) Front playground. • Y6 (Group B) 9:00 start – 3:15 finish (arrive from 8.45) Ladydell Rd. • For siblings having different starting and finishing times, staff will liaise with parents to resolve and support arrival / finish at the same time • Parents drop off at school gate – maintain 2m distance if queuing – 2m markings on wall. • Pupils to go straight to assigned zones on playground. <p>Children leaving school:</p> <ul style="list-style-type: none"> • Year 6 pupils/parents to use Ladydell Road gate – parents gather by railings. <ul style="list-style-type: none"> • markings added at 2m distance on railings. • Signage to remind parents to keep 2m. • KW/V pupils and parents to use Chesswood Road gate – parents gather on path outside school. <ul style="list-style-type: none"> • 2m markings to be placed on walls to support this. • Signage to remind parents to keep 2m. • Teacher / TA to lead class out a 2m distance to the gate. <p>A member of staff will be on the gates before and after school to oversee compliance with risk assessment guidance.</p>
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	<ul style="list-style-type: none"> Collecting children will mean lots of adults and children at one time making social distancing an issue, so will pick up and start times be staggered I think that parents collecting there children would possibly be big issue . How will parents pick up there children? Would this be staggered to ensure distancing was possibly How will drop/pick up be managed? Especially for those parents with several children 	
All	<p><i>What happens if my child is upset/crying? Would anyone be able to comfort them?</i></p> <ul style="list-style-type: none"> What do you have in place in regards to socialising from a far again when a child's confidence in friendships and not seeing classmates for such a long time is a worry for him? The lack of social interaction on a child's play level has been a huge knock to my child as an only child If classes are going to be split in 2 will they be kept with friends? Will the children be allowed to play with their friends? Will children be put with their close friends? With the classes being split will they be with their groups of friends? Would friendships and friend groups be considered when looking into which hours and class groups they would attend? Would my child be in classes with his friends? This would be his main reason for returning. If children go back at staggered days or times, will you be able to look at friendship groups – one of the reasons my children are looking forward to going back is to be with their friends, especially year 6's. Will they get to say goodbye to their old class teacher, my child really liked her teacher and will be very sad if she doesn't get to see her properly again. The last day was very sudden. Would it be possible to have one or two close friends in the class as the numbers of pupils have to adjust and there might be a mix of different classroom/kids? Can we play with friends? 	<ul style="list-style-type: none"> Where possible children will return to their previous teacher or be in a class with a TA that is overseen by their teacher. Where this is not possible due to the teacher being unable to return to work, a teacher they know well be teaching them. The class teacher will choose how the class will be divided with stong consideration given to friendships and working groups. We understand that friendships are an important part of school life. To minimise the risk of transmission of Coroanavirus through close contact, the household groups of the classes will not be able to mix but could make contact remotely for example through Teams meetings. A PowerPoint presentation designed to highlight procedures around school will be discussed regularly by teachers/ TAs to reduce anxiety. Regular PSHE lessons will be encouraged to share experiences, discuss anxieties and raise self-esteem. Children encouraged to talk to member of staff to discuss their feelings and the pastoral team will be available each day Children will be comforted if they are upset, using safe distancing where possible or PPE if needed.

	<ul style="list-style-type: none"> • Will you put the Year 6 children in classes with others that are moving to the same secondary school? • Children are worried and are anxious about people dying as a result of this virus, how are you going to help alleviate their worries? 	
All	<p><i>How will you determine which staff are available to work? Will staff be able to insist on working from home due to a vulnerable family member or childcare issues?</i></p> <ul style="list-style-type: none"> • How will staff be kept safe? • Can we ensure that if children and teachers are coming back in shifts then they will be confined to the same group each time so cross infection is minimised. • Chris Whitty has announced this morning that there needs to be a discussion about teacher safety (should also add all school staff). What measures will be in place to ensure that all school staff are as safe as possible under the circumstances? • How does school staff feel about bringing back children? • How do you as staff feel about the government's guidance on keeping children safe in school during a pandemic when potentially starting back as early as 1st June? • With some staff members still shielding or vulnerable, how would the teacher-child ratio be managed at the same time as social distancing? • How will staff cope with these new measures without adding to a normal amount of work and stress that teaching already has? The staff need to be protected as well. • If 40% of the staff are unable to attend the school due to their own individual circumstances, can these members be allocated toward supporting those that are being home schooled? • How will you keep your staff safe, what protection do you/will you have in place for them? • Will you be able to accommodate all the children with staffing if some are having to isolate? • Did the school have enough teachers for year 6? 	<ul style="list-style-type: none"> • We are following current government guidance on vulnerable and exceedingly vulnerable groups to protect staff. The staff that cannot attend school will be maintaining the online learning and home contact. • We have sufficient staff to teach the year 6, key worker and vulnerable children at present by drawing on staff from different year groups. • We are confident that the risk assessment that we have put in place, will offer the highest level of protection that can be achieved in our school setting. We are communicating with several professional bodies to ensure best practice policy is being implemented. • Staffing is by consensus wherever practically possible • There are many steps being taken to keep staff safe – <ul style="list-style-type: none"> ○ For full information on all the measures being taken, please see the school's risk assessment – School Website > Parents > Covid 19 > Expanding School Attendance > Risk Assessment • Staff are allocated several different roles within school. For those who have to work from home, they are working on the online learning resources and undertaking other tasks that allow them to work safely due to personal conditions including living with those in vulnerable categories.

All	<p><i>Will the Breakfast Club and After School Club still run in the same way they are running at present?</i></p> <ul style="list-style-type: none"> • Would there be before and after school care available like it was before lockdown? • Would afterschool clubs operate. Not essential in these circumstances, just interested to know. • Would you still be able to provide breakfast club facilities? • Will Downsbrook Afterschool club at Chesswood be reopened? • Would breakfast club be open? • If returned to full school attendance, would breakfast club still be operating? 	<ul style="list-style-type: none"> • Breakfast and after school club are limited to key worker and vulnerable pupils. • Breakfast club: use hall, individual table for each child at 2m distance. <ul style="list-style-type: none"> ○ Arrival through north entrance fire door to hall, registered as they arrive (use hand sanitiser before entering building). ○ Breakfast to be delivered to the pupils. ○ Each child will have a box of resources at their table exclusive to them. ○ Use Y4 toilets north – following one-in, one-out protocol. ○ At 8:30, children to exit via external door to their zone (use hand sanitiser upon exit) • After-school club: use computer suite, 2m distance between computers used. <ul style="list-style-type: none"> ○ At end of school day, pupils to go around outside of building and line up (2m apart) outside reception. ○ Computer keyboards, mice, screens and table to be cleaned by member of staff prior to use and after use. ○ Y4 south toilets to be used, following the one-way system in main school building and one-in, one-out protocol. • Parents use buzzer at gate to communicate their arrival, child walks across playground to parent, staff member to oversee this
All	<p><i>What extra guidelines are in place for higher risk students? eg asthma</i></p> <ul style="list-style-type: none"> • Will you only encourage all children to return when you are completely confident you can guarantee everybody's safety within the school? • If a child needs adult support for ongoing medical issues how would this be given? • If my child's Asthma flared up or if we had increased concerns with him attending school and possibly catching coronavirus, would it be a problem to keep him home? 	<ul style="list-style-type: none"> • In regards the safe opening of school and those classed as vulnerable, we follow government guidance - • For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school, and they should

	<ul style="list-style-type: none"> • How safe is a vulnerable child coming back to school? (Asthmatic, BAME). • I just want to know what steps and measures will be in place to keep my child and everyone else safe at school. As I mentioned my child has asthma and I am also pregnant and whilst I completely understand how hard it would be to have children keep distance from those around them my main priority is keeping my child safe and more importantly healthy. 	<p>continue to be supported at home as much as possible.</p> <ul style="list-style-type: none"> • Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category. <ul style="list-style-type: none"> • Public Health England • Gov.co.uk • NHS • DfE • Department for Health and Social Care • Parents notify the school if their child has an impaired immune system or a medical condition that means they are vulnerable to infections. • The school in liaison with individuals' medical professionals where necessary, reviews the needs of pupils who are vulnerable to infections. • Any additional provisions for pupils who are vulnerable to infections are put in place by the headteacher, in liaison with the pupil's parents where necessary.
All	<p><i>How can the school guarantee cleanliness of doors, surfaces, pens, paper, all equipment my child will come into contact with?</i></p> <ul style="list-style-type: none"> • What safety precaution school will do to avoid children exposing to virus? • Will you be sure the school is as safe as it can be? • What will you do about hygiene - etc toilets? • Does Chesswood have full resources to maintain this proposed plan • With regard to the need for additional regular deep cleaning and the extra staff required for this, do Chesswood have the means to do so or is there any additional help available (from the Government or elsewhere) if not? • What are the school's health guidelines in preventing this pandemic when children are back in school? 	<ul style="list-style-type: none"> • All children to have personal resources on their desk – pen, pencil, ruler, etc. <ul style="list-style-type: none"> ○ Only one exercise book to be used for all learning. ○ School to provide any essential learning equipment required – pens, pencils, ruler, glue sticks, etc. for individuals to use exclusively. ○ Children to wash hands before using iPads. ○ Clean iPads before and after use using anti-bac wipes. • Only use shared resources when cleaning can be guaranteed between use by different children.

	<ul style="list-style-type: none"> • How will you manage the increased risk from NHS Key Worker children? • Can children pass the disease on? • How often will the school and school's equipment be cleaned? • What other measures will you be undertaking to ensure the safety of the children and staff? • Are you going to create a master plan to Carry out in school when it is opened ensuring children safety? • How would you limit sharing equipment in class between pupils, as with even the best intentions children are not very good at keeping hands clean? • How safe is it? • Our main concern is risk of infection and we believe the risk remains the same if pupils attend school for a whole or part of the week. • In terms of toilets, how would you be able to make sure several children aren't using them at once and are keeping a distance inside the bathroom? Would the children have access to their lockers (and how if they all arrive together) • Have the government identified any further resources for you to staff the school in order to cover any staff shielding/illness and changes required in deep cleaning? <ul style="list-style-type: none"> • Kids play with all sorts at school and share. Can you sterile everything. • 	<ul style="list-style-type: none"> • Children have designated desk and remain at that desk. • The number of children using toilets facilities at one time will be limited. <ul style="list-style-type: none"> ○ Queuing pupils to use 2m guides on floor. ○ Posters on doors as reminder and all pupils to be reminded regularly by teacher/TA of the importance of washing their hands after using the toilet. ○ Toilet entrance door to be propped open (urinals not in direct sight) to reduce touch surface. • All hard surfaces to be cleaned on a regular basis, this will include door handles, all tables and chairs used by staff and pupils, toilet flushes and regular cleaning of toilets and handrails on stairs • Minimise hoovering – only as necessary – to maximise capacity for hygiene cleaning (class teachers to ensure children tidy floor).
All	<p><i>Would all parents whom have children attending Chesswood be required to take a Covid test to ensure every household tests negative to Covid 19 before children are allowed back to school?</i></p> <ul style="list-style-type: none"> • When will Covid testing be available in schools to ensure the virus is kept out? • What experience does the school already have about access to testing and the time it takes to receive results? How confident is the school in this process? • How will you ensure that an individual pupil's contacts (peers and adults) can be traced? Do you feel this is a necessary course of action? 	<ul style="list-style-type: none"> • We do not require children to be tested before returning to Chesswood. • Any pupil who displays signs of being unwell, such as having a cough, fever or difficulty in breathing will be immediately taken out of the class and placed in an area where they will not come into contact with others. It will be a child friendly process. • The parents will be contacted, and the pupil taken home as soon as practicable. They will be advised to follow current government advice to be tested and inform school of the results.

	<ul style="list-style-type: none"> • Personally, I would recommend every parent to take a Covid test few days or a week before the children are sent back to school. This is to ensure all households test negative before the kids are allowed back. • How would you know your school is virus free and safe and everybody are safe? • Have anyone tested positive that attends/ works at Chesswood? 	<ul style="list-style-type: none"> • Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. • We have had no confirmed cases of Coronavirus in children or staff at Chesswood
All	<p><i>If the stats indicate a second peak is coming, will the governors delay the expansion with or without government guidance?</i></p> <ul style="list-style-type: none"> • If there is a spike in infection or death rates locally will we be informed and what would action be? 	<ul style="list-style-type: none"> • We are following government guidance to ensure a safe return of all our children. • The government states they “will be carefully monitoring the impact of this first phase” therefore we anticipate that, should there be an increase in the number of Coronavirus cases, the government guidance would change to address the change in situation, and we will be closely following that.
All	<p><i>What can parents do to help the school, staff and children before/during their return to school?</i></p> <ul style="list-style-type: none"> • Is there anything that we as parents (including those of us stuck in home isolation) can do to help in any way? 	<p>Parents can support their children at home though the following:</p> <ul style="list-style-type: none"> • Helping your child to access the online learning and supporting them to complete tasks where needed,

		<ul style="list-style-type: none"> • If there is limited online access (high demand due to work or other siblings, mobile phone only) or no access, request a hard copy home learning pack. • Encourage your child to have a structured day and organised workspace with opportunities to take breaks where needed to keep the learning manageable.
	<p><i>Working in a closed environment</i></p> <p>Apologies this is the second form I have sent through as having sent the first I've been able to read a bit more about factors involved in virus spread in open v closed environments, a specific factor being the length of time people are in the same indoor space with each other. If children/adults are indoors in a classroom setting, social distancing would be futile as they would all be breathing the same air for prolonged periods of time. Adding link to informative piece on this - it has made me more reticent about the safety of children being back at school unless they wear masks. https://www.erinbromage.com/post/the-risks-know-them-avoid-them</p>	<ul style="list-style-type: none"> • We are following government guidance to ensure a safe return of all our children. • We will carefully monitor guidance as it is being updated and adjust what we are doing to ensure that we are following best practice as best we can. • Classroom ventilation – windows and doors will be maximised • There will be a maximum of 12 children in a classroom • Outdoor learning will be maximised

4. Praise and Thanks

Lockdown has been HARD but it has been made slightly easier by the wonderful support, emails and calls from your brilliant staff. Oscar was boosted massively by just speaking to Miss Hills. The videos on the website have been amazing. Thank you everyone, it's made a huge difference!
I just want to say Thank you for trying to make sure all the children are ok, keeping us up to date and creating the great online resources that we are able to use for home learning. In these uncertain times, keep well and keep safe..
Well done to everyone, I think your doing a great job in difficult times. Thank you!
I would like to thank you for all you have done to date.
We know that you will be ensuring that all this is possible in the safest, most practical way. So no questions at the moment.
Thank you - you are all doing an incredible job!
Well done to everyone, I think you're doing a great job in difficult times. Thank you!

Thank you for showing more transparency, inclusion, thoughts and courtesy to us all parents than the actual government in place. Chesswood team in N.10 pleeease! I fully trust the team in place and you are all doing a fab job. Please let us know if as parents we can help with anything.
You are already answering the questions we have ie social distancing etc and we have trust in the school that they will only have all children back when safe to do so.
I haven't any questions, I don't have to worry about my child and whether or not I should send him in as he has to stay home but have nothing but admiration for the whole school and everything they are doing
We are both happy with the school re-opening as we know you will be caring for the children in the caring manner you have always done so. Would you still like the cake supply to continue to the end of term?
Lockdown has been HARD but it has been made slightly easier by the wonderful support, emails and calls from your brilliant staff. My son was boosted massively by just speaking to his teacher. The videos on the website have been amazing. Thank you everyone, it's made a huge difference!
I just want to say Thank you for trying to make sure all the children are ok, keeping us up to date and creating the great online resources that we are able to use for home learning. In these uncertain times, keep well and keep safe.
Well done to everyone, I think your doing a great job in difficult times. Thank you!
I would like to thank you for all you have done to date.
Thank you - you are all doing an incredible job!
Just to say thank you for all the time and effort you are putting in to make school possible for our children.
I think the home-schooling work being set is brilliant. There is a lot and we struggle to complete it all but there is a good variety of different things to do and you really have worked very hard to organise such a good structure of work. I think the teachers deserve an extra week's holiday added to the summer break as they have worked so hard and some have worked through the Easter and half term holidays. A big thank you to you all.
Thank you for all of your hard work and open channels of communication.
Thank you for all your hard work, and your thoughtful and honest communication.
Just to say that we think Chesswood have been fantastic through the Covid period. We used community school once (I was able to work at home, albeit a challenge) I was so impressed with the provision for key workers. I also applaud you and the teachers for the effort with the home learning, my daughter has engaged well and enjoys the activities. The communication from school has also been excellent. Thank you wholeheartedly at a time when this situation affects all of you too. We are incredibly grateful for all you are doing and have done throughout.
Thank you for your support of key working parents. My child has really enjoyed her time at School during this difficult time.
Thanks to all the teachers in these hard times
Thank you for all your deep consideration and maximum effort to keep our children going during this difficult time. We are so appreciated to what school has been providing.

Thank you for all your hard work. We know that your jobs are hugely tough at the moment and we do appreciate it.
Just a big thanks to the school for putting so much time, effort and energy into home schooling. To Mr Harney and Mrs Harvey for being so supportive. I can appreciate that this must be a huge logistical task for you all. Thank you for keeping in regular contact and asking for our views.
I think Chesswood have been really supportive and professional to advice and supply home schooling content and guidance, a credit to our community in these times. School/Home learning is hard to accomplish, trying constantly and have managed to teach new skills.
Can I say a massive THANK YOU for everything the school has done - you have all been amazing!
Thank you all Chesswood staff and teachers for all the work you have been and are continuing to do for the children and our community. We appreciate the many benefits of Chesswood school to our child even more now that he isn't able to be there!
Thank you for all you are doing. Your communication regarding COVID-19 has been fantastic and it is much appreciated.
Thank you for all you do. It is so appreciated.
Thank you for all your hard work at this difficult time and also for always putting the children first.
I am incredibly impressed and grateful for the considered, empathetic, professional and courageous way all the Chesswood staff have handled this crisis and continued communications and positive interactions with the children and parents. I feel so grateful for that and it's truly inspirational. Thank you so much.
Just to say thank you for the schools continued support- it's all been brilliant
I have faith in the Chesswood Team that whatever decision is made for the remainder of this term it will be the best for the school and staff, but both my children are keen to get back to Chesswood and Bohunt!
I would like to take this opportunity to thank you for being an amazing school with a real sense of community values and for the ongoing support provided by my child's teacher ms Burridge with his home learning:)
Just a thank you for the huge amount of work that's been done so far to provide daily home learning and updates to the class pages. Although we have used it every day we would totally understand if this had to stop once the school is open to year 6.
I think Chesswood is doing a fantastic job of communication and school learning assistance at this challenging time, thank you :)
I think it's a juggle at the moment for everyone and I am extremely thankful for all that Chesswood is doing.
Thank you for all effort and correspondence. My daughter is having a quality time with her elder siblings at home.
Just that you are all doing an incredible job and we are very grateful to be part of the Chesswood community. As much as we are finding it tough to home educate our kids and cannot wait to send them back for our sanity, it's also so important that you guys are staying safe and well.
Thank you for all the hardwork in keeping us supplied with materials thus far. I can see how much work has gone into it all. Well done for getting us through it!
Thanks for all your hard work
Please pass on our thanks for all the exceptional hard work that has been going on to help support the children in their learning and wellbeing during this really difficult time. Every member of staff that we have been in contact with has been so warm, helpful and encouraging - the work outlines have been helpful and the resources that you have chosen to use such as IXL, Duolingo, TT rockstars have made it easier for us to transition to learning at home, many thanks.

Please thank all staff for their dedication and imagination in setting work for our daughter. It has been very clear that many members of staff have been working hard to provide material for our daughter.
We are happy to see the level of support and daily engagement of the school staff. Thank you very much for your hard work.
Just wish the school the very best in the planning, appreciate its a very difficult time for you right now. We just look forward to a time when my child can safely come back to school as i know does he too.
Thank you so much for the wonderful home learning materials and tasks, and for the communication with class teachers, which has allowed my daughter to feel connected to the school.
I think you're all doing an amazing job in such tricky times, so thank you all so much for all of the extra work you're doing.
We are so proud to be part of the Chesswood community. Thank you for all your support. You are truly exceptional.
I would like to make this opportunity to thank all teachers and staff in school for their tremendous efforts to help all students in various ways during this tough uncertain period without letting their education down.It is highly appreciated and Thank you very much .
Chesswood have been incredible with their support for home learning. Thank you
A massive thankyou to all the staff at chesswood for all that you are doing to help us and children through this. all the resources and knowing you are there If we need you helps alot. thankyou
The online stuff the school's been doing has been great, well done.
We trust that you will do everything you can to ensure everyone is kept safe. We are in a position to be able to keep our children at home if this was to support you with others that can't, we will just await and trust your advice moving forward.
Really don't envy you having to sort this out! We support the school and trust the decisions you make for our child. Thanks
Thank you so much for all of the work and support you have already provided at this time. It is really appreciated.
Thank you for everything you and your amazing team have done during this difficult time. Aside from ensuring that I can go to work, your hard work and support has enabled my child to keep to a routine, which she needs to thrive, and has helped enormously with reducing the impact this has had on her mental health.
Thank you for all of your amazing work. The remote learnign that you have set has been really engaging and Ms Johnson has been really supportive. With very little notice, you have a mammoth task to do, which for many of your senior staff will mean loosing yet another holiday. Your staff lead by example - they are the best they can be and they all go the extra mile. A massive well done and a huge thank you to all of you.
Thank you so much for all the dedication and hard work to all of you in supporting us and our children.
Thank you for your hard work and how you deal with these challenges in a constructive way! Hope to see you all soon :)
We are so impressed by the school's communication and the stimulating work offered to Doris, that we feel very supported. Very many thanks to you all.
Thank you for all that Chesswood is doing to support both the vulnerable pupils in your care and all pupils both in and out of school. The level of support that is available for the pupils of Chesswood is exemplary. I hope that most (you can never get all, eh) parents are supportive and complimentary of your efforts.
Just a massive thanks for keeping Chesswood going and supporting the school community and putting your staff in the front line. Well done
Thank you for taking the time to get parents' views - much appreciated to have them taken into account.
Thank you so much for the work that has been set by the teachers each day. It has been really positive and has meant that there is a clear expectation each day that is neither too much or too little, but has kept a plan of action to work through. Thank you.

Thank you so much for the work that has been set by the teachers each day. It has been really positive and has meant that there is a clear expectation each day that is neither too much or too little, but has kept a plan of action to work through. Thank you.
I am so impressed with the dedication and hard work that everyone is doing and as a mother can only be thankful.
I think you are all doing amazing job thank you so much!
I also just wanted to say thank you for all you've done and continue to do. The hard work of all staff is much appreciated!
. Also I would just like to thank all the wonderful staff who have worked so incredibly hard to keep the children's learning going for the past few weeks. You are amazing.
We are so impressed with how the school have dealt with this from the beginning and we trust that you will have the children's best interests at heart when deciding how to organise the return of some or all the children. Thank you.
Once again, I would just like to voice my utmost gratitude and respect to the whole team at Chesswood for what the have done, are doing, and will do. I hope you all get your just reward when we get through to the other side of these difficult times.
Thank you so much for all you are doing.
I just want to say thank you and stay safe!
We really appreciate the way Chesswood have handled everything over the last few weeks. Thank you!
We would just like to say a huge thank-you for everything Chesswood are doing. All the updates, the contact from the school and involving the parents in these decisions. Thank-you.
Thank-you for all your hard work, generally, and at this exceptional time. As parents we know that you are trying to do the best for all the children. You have our support and we are grateful
trust the school to do their very best during this time. I know 100% that you have the children's best interest at heart. Thank you to all of you for the efforts you are making.
Your all doing an amazing Job, I appreciate all the work you've sent home for Millie and her teacher answering my questions promptly and asking me if I'm ok.. I hope your all keeping well
Thank you for everything you are all doing to provide the home learning resources and keep our children smiling. It's so greatly appreciated
Thank you for all the hard work and engagement from the school. My daughter has benefited and enjoyed the engagement from her teacher Mrs Lucas. The work the staff must be doing on the home learning is phenomenal and this obviously doesn't acknowledge the hard work done by those who school the children who attend. Many thanks to you all.
I'm sorry this submission is late and thank you for all the hard work Chesswood has done throughout the pandemic. The online learning has been great and you have given us clear answers where you can. The FAQ document at the beginning was a fantastic document.
We appreciate everything that you have been doing to keep the learning consistent and maintain contact. We are so sorry that Rosie's time with you is coming to an end in this way. We want you all to stay safe and healthy.
Thank you for your excellent communication on this and for all that you are doing in these difficult times to support us and our children.
Thanks for your amazing support and the way you have involved us in these decisions. The school has proved to have an amazing managing team who has risen to the extremely challenging situation

