

# Year 2 Transfer 2020

## Parent

### Frequently Asked Questions





# Chesswood Junior School

## 2020 Y3 Admission Parent FAQs



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

### 1. Master

Question	Basis for answer	Reference
<p><b>Related Questions</b></p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>		

### 2. Transition Arrangements

Question	Basis for answer	School Response
<b><i>How will you settle the children if they have not met their class or teacher before September?</i></b>	Best professional estimate	<p>This will depend on the government decisions on how lock down will be eased.</p> <p>If conditions remain as they currently are. We will rely on telephone conversations; possibly use of Microsoft teams where families can support this. Class teacher will certainly do a video introduction with a task and read a story etc. Children could then send these to us and we will start to share class work at that point.</p> <p>If the lock down is eased and there are opportunities for limited contact we will seek to ensure all children can meet their class teacher in person and see their classroom ready for September. This may be in addition to the above video and telephone calls.</p> <p>We believe we will have significantly better information and direction in June. On that basis <b>we will update this response in the week of June 8-12<sup>th</sup>. We will alert parents to any changes at that time.</b></p> <p>We will ensure that children are aware of which entrance to use and how to get to their classroom before they come here – this may well be in video form on the school website, depending on government guidance.</p> <p>When children join us, we will make sure we do plenty to settle them. We have a robust transition programme to help settle children that are new to joining us. This will include plenty of familiarisation tasks to get them used to their surroundings, fun getting to know you games and team building activities. Above all, each member of the year 3 team is experienced and aware that the children will be nervous about starting their new school. We know this will be amplified by the way their year 2 schooling was affected – the staff will be patient and supportive.</p>



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UPDATED 9<sup>TH</sup> June

Please visit this page:

PARENTS > ADMISSIONS AND TRANSITIONS > JUNIOR SCHOOL ADMISSIONS > INDUCTION 2020

<https://www.chesswood.w-sussex.sch.uk/page/?title=Induction+2020&pid=980>

If you are ever unsure about what's going on, or where to find any information, please visit this page. This will serve as a gateway to any other pages you will need during this transition period.

Transition arrangements:

- A video tour from two current year 3 children is available on the link posted above. You can also find two frequently asked question documents, which will help alleviate concerns you may have.
- w/b June 29<sup>th</sup> – welcome booklet sent to each child. Included in this will be some useful information about life at Chesswood and confirmation of your child's class teacher for September.
- July 1<sup>st</sup> – new class webpage to be launched. Children will get to 'meet' their new teacher and teaching assistant through a video message. The message will include details about the class, including being shown the classroom and where to go on the first day in September if you're in this class. The class page will become the hub for this new class to share information and for children to share getting to know you information about themselves.
- July 1<sup>st</sup> – Each class will be given the chance to dial in to a live zoom meeting where they can speak to their class teacher and myself.
- July 1<sup>st</sup> – Mr Jolley will publish a welcome presentation to parents, running through key aspects of the school brochure and home-school agreement.
- July 1<sup>st</sup> – Mr Jolley will record a welcome assembly to year 2 children.

### **Related Questions**

The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher [head@chesswood.w-sussex.sch.uk](mailto:head@chesswood.w-sussex.sch.uk)

Child is worried about new teachers and new children she doesn't know

Although my child loves school and learning, he/she is incredibly shy and struggles with new people and new settings (as I am sure many other children do). Obviously he/she would have normally had a couple of visits to meet his/her new class mates and teacher etc before becoming a full time student at the school. Is this something that will still be organised, or will they just go straight into school seeing as they have already missed so much?

Given that most children are at home at the moment, how will the children get to meet their new teacher and class mates before (hopefully) starting in September?

Given the children won't have had the time / teacher contact to be prepared for the transition from Springfield to Chesswood. What steps are planned to compensate for this?

How will be transmission phase work?



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		<p>With everything that's going on at the moment will my child still have little sessions over at Chesswood before they start in September?</p> <p>Worried about their first day at school – where to go to school at which entrance.</p> <p>I'm worried about the effect this lockdown/virus and then moving schools will have on poppy. I imagine it's the case with all children and parents at the moment but thought I'd mention it as she struggles with change.</p> <p>I'm really worried about the transition days because of COVID-19. If we have another spike in people being infected, what will that mean for transitioning over?</p> <p>I'm worried about how my child will react being in a school environment again because the children have been off for so long. What measures do you have in place to settle the children in?</p> <p>I am very worried about how my child will settle in to her new school having not been in school for so long?</p> <p>Are they being supported well as new students?</p>
<p><b>Worried that my child won't be placed in the same class as her best friend</b></p>	<p>Certain</p>	<p>Children are asked to share the names of three friends. We guarantee that every child will be placed with a least one friend, <b>if the friend list is completed by Friday 22<sup>nd</sup> May.</b></p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Year+2+New+School+Child+Questionnaire&amp;pid=813">https://www.chesswood.w-sussex.sch.uk/page/?title=Year+2+New+School+Child+Questionnaire&amp;pid=813</a></p> <p>We do our best to keep friendship groups together. However, because friendship groups are often quite wide ranging and often not reciprocal e.g. child A chooses child B, but child B chooses child C and no body chooses child A.; this is not always possible. We do need to make professional decisions to keep an even balance of friends, types of need and ability across five or six classes for the benefit of all.</p> <p>We understand the worries about being with best friends. However, we would ask parents to support their child in seeing opportunities to make new friends in a new school whilst keeping the good existing friendships going. Children should be guided by parents that they may not be with their best friend but they will see their best friend before school, at break time and lunch time. Children will do lots and lots of ice breaking activities at the start of term to bring individual children in the class together as one team. With parents managing child expectations in this way children almost always accept those possibilities and rise to that challenge happily.</p>
<p><b>Related Questions</b></p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>		<p>Will my child be with some of their previous classmates in Chesswood?</p>
<p><b>Would their SATs tests have determined which</b></p>	<p>Certain</p>	<p>No, the SATs would not have determined which learning sets the children are in. We do build classes based on a combination of SATs test outcomes and teacher assessment – we will now simply use</p>

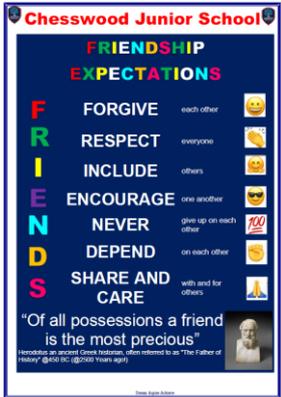


<p><b>learning sets they would have been in? And if yes, how will you now decide what level each student is at? Due to home learning I assume all of the children will be at different stages and things</b></p>		<p>teacher assessment. Year 2 SATs will be phased out in the next 2-3 years anyway.</p> <p>The SATs data is part of a range of data that helps staff to inform the appropriate level of work for a child. Year 2 teachers are judging where they believe each child would have got to by the end of the year to help staff to build balanced classes.</p> <p>When the children join us in September, we will assess them over the course of the first half of the Autumn term. We use a combination of teacher assessment and testing to ascertain where each child is so that we can best identify their next steps.</p> <p>Teachers routinely assess how best to challenge and support children as part of lessons as this can vary so much, even within subjects depending on the child's strengths.</p> <p>We don't set based on ability and keep children together in classes for subjects, however we differentiate the work so it as at an appropriate level for each child.</p> <p>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 join 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.</p>
<p><b>Related Questions</b></p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>		<p>How will they be grouped in section? Will they be grouped according to capabilities or what will be the criteria?</p> <p>Initially my child will be in the same class as their friend from previous school, will they continue to stay in the same class throughout the year or will they be split in the middle as per their ability?</p> <p>I am worried about the effect of the interrupted year 2 due to the Covid pandemic. How do you intend to address this so there no gaps in my child's learning?</p>
<p><b>What safety measures does the school have in place to protect the kids from COVID-19?</b></p>	<p>Best professional estimate</p>	<p>We have followed the government guidance and adapted whenever this is updated. We have carried out a vigorous risk assessment in a bid to minimise the risk to our community. The measures in place now are based on limited opening and therefore may differ from those in place come September. For the latest details on how we are managing, you can view our website here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=COVID+19+%2D+Corona+virus+updates&amp;pid=330">https://www.chesswood.w-sussex.sch.uk/page/?title=COVID+19+%2D+Corona+virus+updates&amp;pid=330</a></p>
<p><b>Will my child have support when he comes up to Chesswood after everything that's happening meaning covid?</b></p>	<p>Best possible estimate</p>	<p>Absolutely! We totally understand that any worry or anxiety about starting their new school has been amplified by the pandemic. We will help to settle the children in when they join us and do what we can to familiarise them with the school within current guidelines. This will include at the very least, video messages from their new teacher and the opportunity to contribute towards their new class page.</p>

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### 3. Individual child traits

Question	Basis for answer	Reference
<p><b>My child not making new friends</b></p> 	Strong consistent practice in place	<p>We recognise that friendships are one of parents and children's biggest worries. We monitor and respond to friendships carefully. We have a set of friendship expectations for all children and we recognise and reward children whom are able to maintain exceptional friendships.</p> <p>When children join us, the class participate in a number of ice breaking/team building activities and games. Staff are experienced in helping children to develop friendships, and this is closely monitored. If children are struggling to establish and/or maintain friendships, they will receive support not only from their teacher, but also the pastoral team. Our amazing pastoral team will routinely monitor children experiencing difficulties and help them to deal with these.</p> <p>There so many opportunities at Chesswood, which help to build the confidence of children, for instance through Music and PE/Games sessions that children naturally form friendships and relationships with their new class.</p>
<p><b>Related Questions</b></p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>		<p>Child is worried about new teachers and new children he/she doesn't know</p> <p>At current school they mix year 1 and 2 together so obviously he/she has friends that will be remaining at current school how have last year's year 2 managed to adjust to this</p> <p>Can my child stay with his/her friends in the same class? He/she is a quiet sensitive boy/girl.</p>
<p><b>My child struggles to say goodbye and let go of me</b></p>	Strong consistent practice in place	<p>There are a small number of children, typically in Year 3 and 4 that can really struggle to say good bye. We have lots of experience in managing this positively with children and families. Our pastoral team are available to meet and greet specific children in a morning when the start of the day is difficult. Sometimes children need a bit of time in the Bluebell room (our lovely, child friendly, safe space for children when they are finding things too much) before they go to class in a morning.</p> <p>It should be said that in almost every case such as this when there are 'attachment needs' including attachment needs that a very strong, once children enter school and after a few minutes (literally less than 5!) they are happy and ready for the school day 😊 We have loads and loads of patience and can work every day over a long period of time with children when they find this aspect difficult. Parents typically help by moving away as soon as children are with staff and doing their best to keep a brave face. Our pastoral team will work with parents to get an agreed plan together.</p>
<p><b>My child is very shy and needs lots of encouragement speaking and asking questions to adults</b></p>	Strong consistent practice in place	<p>As a team at Chesswood, we are used to a wide range of different personalities and characters – we understand that all children are different. Class teachers will be well aware of individual needs the children have.</p> <p>In the case of a child being shy and needing encouragement, the class teacher would regularly check in with this child throughout the</p>



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		<p>day – both to check that everything is okay, and to help encourage them to contribute in class. We also have a number of supporting posters to help children to develop independence with their learning and help support children to access the learning.</p> <p>Based on experience, a number of children will be anxious about starting school, which can result in them being shy, even if this is out of character for them, but before long a number will naturally start to grow in confidence and settle – those that find it harder will be given all the encouragement they need.</p>
<p><b>Related Questions</b></p> <p>The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>		<p>My child is very shy, sometimes she may need more encouragement to participate in group activities.</p> <p>My child can be a bit shy if not asked questions directly. I ask that they be given opportunities to fully participate.</p>
<p><b>My child generally struggles with every day tasks. Being that he/she hasn't been at school I feel he/she would have fallen even further behind. Trying to get him/her to do any form of work at home is a major task.</b></p>	<p>Strong consistent practice in place</p>	<p>This is perfectly normal at this time – every child is struggling with every day tasks. Given the current circumstances, and children missing, at this stage, 5 weeks of learning, many children won't have progressed at the same rate as if school hadn't been disrupted – this is unavoidable. It is not clear at the moment when school will resume, however schools are used to picking up with children following the 6 weeks break of the summer holiday and taking them forward as best as possible from this point.</p> <p>Together with parental support, we will do just this, however this cannot be forced as we must remember we are dealing 6 and 7-year-old children. This issue will be faced by all children in each year group across the country. We will assess where the children are when they join us and support their learning as best as possible. Any home learning that the children can undertake in the interim will be beneficial, but we appreciate that circumstances are different for each child and this won't always be possible.</p> <p>Adjusting to doing work at home in the form of regular homework is part of the children's transition in Year 3. Teachers will support children in how to access this and encourage them through rewards. We also offer a weekly homework club and a morning IXL club, which you will be able to find out more details about in September. If children are struggling with home learning when they begin at Chesswood, you will be able to discuss this with the class teacher and work on strategies to support them.</p>

### 4. Life at Chesswood

Question	Basis for answer	Reference
<p><b>How do you support high or low achievers?</b></p>	<p>Strong consistent practice in place</p>	<p>At Chesswood, we have developed a rich and varied curriculum. We differentiate the learning to make it accessible for all children. In class we use a differentiated success criteria and 3 levels of chilli challenge. We identify where each child is at with skills, concepts, knowledge and vocabulary and aim to take them forward from this point. Homework is used to consolidate learning, and it is vital that children are</p>



		<p>supported with this. For children that struggle to access the work, measures include, but are not limited to additional adult support, the use of apparatus, and adapted texts. In some cases, children will receive a targeted programme of support to help with a particular need, such as spelling.</p> <p>High achievers will be expected to develop their reasoning to help deepen their understanding. Where appropriate, they will be guided by adults for how to achieve this. They will also be challenged to broaden their study of the curriculum, accessing rich problems and apply their learning.</p> <p>We celebrate the success of high achievers, for example in Maths, through our TT Rock Stars Mathemagician Wall – which children appear on when they reach Rock Hero status on TT Rock Stars with an accuracy of at least 90%. For the latest guidance on certificates and awards, visit our celebration page here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Celebration&amp;pid=265">https://www.chesswood.w-sussex.sch.uk/page/?title=Celebration&amp;pid=265</a></p> <p>For more details on our curriculum, please visit section 25 (pages 54-59) of the school brochure.</p> <p>For more details on awards and rewards, please visit section 32 (pages 76-83) of the school brochure.</p>
<b><i>Do you have any clubs running after school? If so how do you get the chance to take part?</i></b>	Certain	<p>There is a wide range of clubs running after school – we typically have between 30-40 clubs running each half term. The list of clubs will be shared with parents at the start of the school year along with guidance on how to apply for places. Clubs typically begin the second week of Autumn 1, Spring 1 and Summer 1 and then resume in the first week after the half term. <b>For more information on extra-curricular provision, please visit section 26 (page 60) of the school brochure.</b></p>
<b><i>How will I know my child's progress &amp; when will I get the chance to discuss?</i></b>	Strong consistent practice in place	<p>Printed reports containing progress information are sent home three times a year – January, May and July. There is an option to view more detailed reports available through our parent directory, so it is vital that parents ensure they can access this when they have been given log in details.</p> <p>Parent teacher meetings are held four times a year – these are routinely in the third week of each term, with an additional meeting just before the end of the school year. Each class holds a Celebration of Learning evening the week prior to parent teacher meetings, where parents and children are invited to look through their child's work at their own discretion. However, if a parent has any worries prior to this, we would encourage them to get in touch with the class teacher so that these can be discussed and addressed as soon as possible.</p> <p><b>For more details on child achievement, please visit section 29 (pages 64-66) of the school brochure.</b></p>
<b><i>How are parents involved at school?</i></b>	Certain	<p>The reality is given the current funding arrangements for schools, that we are heavily reliant on parental involvement in school. We simply wouldn't be able to run the many wonderful enrichment trips without parent volunteers. Parents are also encouraged to support with events in school such as cooking, listening to readers, helping with the many school discos, Christmas and Summer Fayre. We rely on the</p>



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		<p>support of our Friends of Chesswood group to enable us to run such events. <b>For more information on parental involvement at school, see sections 21 to 23 of the School Brochure (page 45-46).</b></p> <p>Additionally, we regularly communicate with parents – you can keep track of communications here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&amp;pid=176">https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&amp;pid=176</a></p> <p><b>For more details on keeping up to speed, please visit section 33 (pages 84-85) of the school brochure.</b></p> <p>We would also encourage parents where possible to take an active role in both supporting and encouraging children with their home learning. You can find out more information about home learning tasks by clicking here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Home+Learning&amp;pid=114">https://www.chesswood.w-sussex.sch.uk/page/?title=Home+Learning&amp;pid=114</a></p>
<b><i>If my child wanted to have 3 days of cooked meals and 2 days of packed lunch from home, can they do this?</i></b>	Certain	<p>I'm pleased to say that when you order online, you can request the days that you would like paid meals for, allowing children to have packed lunch on the other days. You'll get more details about how to sign up for meals in September - but you would go to this site to order meals, selecting the Steamplicity option:</p> <p><a href="https://westsussex.mealselector.co.uk/">https://westsussex.mealselector.co.uk/</a></p> <p>For more details, click here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=School+Meals&amp;pid=256">https://www.chesswood.w-sussex.sch.uk/page/?title=School+Meals&amp;pid=256</a></p>
<b><i>Related Questions</i></b> The following questions are believed to be similar and answered fully by the question above – if that is not the case please contact head teacher <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a>		<p>Can you have packed lunch part of the time (2 days) and school lunches the other days of the week?</p>
<b><i>My child has free school meals currently at their infant school as they are PP/PPG, will this continue at Chesswood or do I need to fill in another form?</i></b>	Certain	<p>If you have applied since 1<sup>st</sup> April 2018, you will still be entitled to FSM. If you applied before this date, we suggest completing the form which can be found clicking this link:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=4861&amp;type=pdf">https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=4861&amp;type=pdf</a></p> <p>The entitlement stays with you for 6 years from the date agreed.</p>
<b><i>Will school trips be at no cost to my child as they are PP/PPG?</i></b>	Certain	<p>Trips are free for PPG children. Parents/carers need to request this – they can make a contribution or pay the whole amount if they wish.</p>
<b><i>What is the curriculum you are working from?</i></b>	Certain	<p>We follow the National Curriculum in England for Key stage 2. You can view more information about the curriculum by viewing our website here:</p> <p><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a></p>



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<b><i>Do they have loads of assignments to take home?</i></b>	Certain	<p>Children have homework set weekly, on Wednesdays. The homework typically consists of the following:</p> <p>Reading their reading book daily</p> <p>Learning spellings for a fortnightly test</p> <p>IXL – Selected Maths &amp; English tasks which typically either reinforce current in-class learning or help prepare children for a forthcoming topic</p> <p>TT Rock Stars – Practising selected times tables</p> <p>Writing task – Typically changed every 2-3 weeks – This is an opportunity for children to practice extended writing at home.</p> <p>Take Away tasks – a non-exhaustive list of more creative activities that are refreshed each half term-term. These are celebrated at the end of each term in a year group assembly, with children receiving a Gold Award for their efforts. We love to display these both in the year 3 corridor and entrance to the school.</p>
<b><i>Can they play with their friend who's on year 5?</i></b>	Certain	<p>Year 3 children won't generally get to play with children from upper school (year 5 and 6) on the playground, but they will get to see year 4s at lunch time. This won't be straight away as we like to give the year 3s some time to settle in to their new surroundings.</p>
<b><i>How high is the academical competitions in Chesswood?</i></b>	Certain	<p>We have various competitions at Chesswood – there is a chance for everyone to succeed. For example, each term children have their own reading target set, based on their reading level – children earn 100HP for each occasion they meet their target within a term, and a prize draw is held where books can be won. We hold at least two times table competitions as a whole school where the top 8 in each year group make it to the final in assembly to crown the overall winner. We also award weekly certificates in assembly in participation in TT Rock Stars (reflected by the amount of coins earned by each child).</p>