

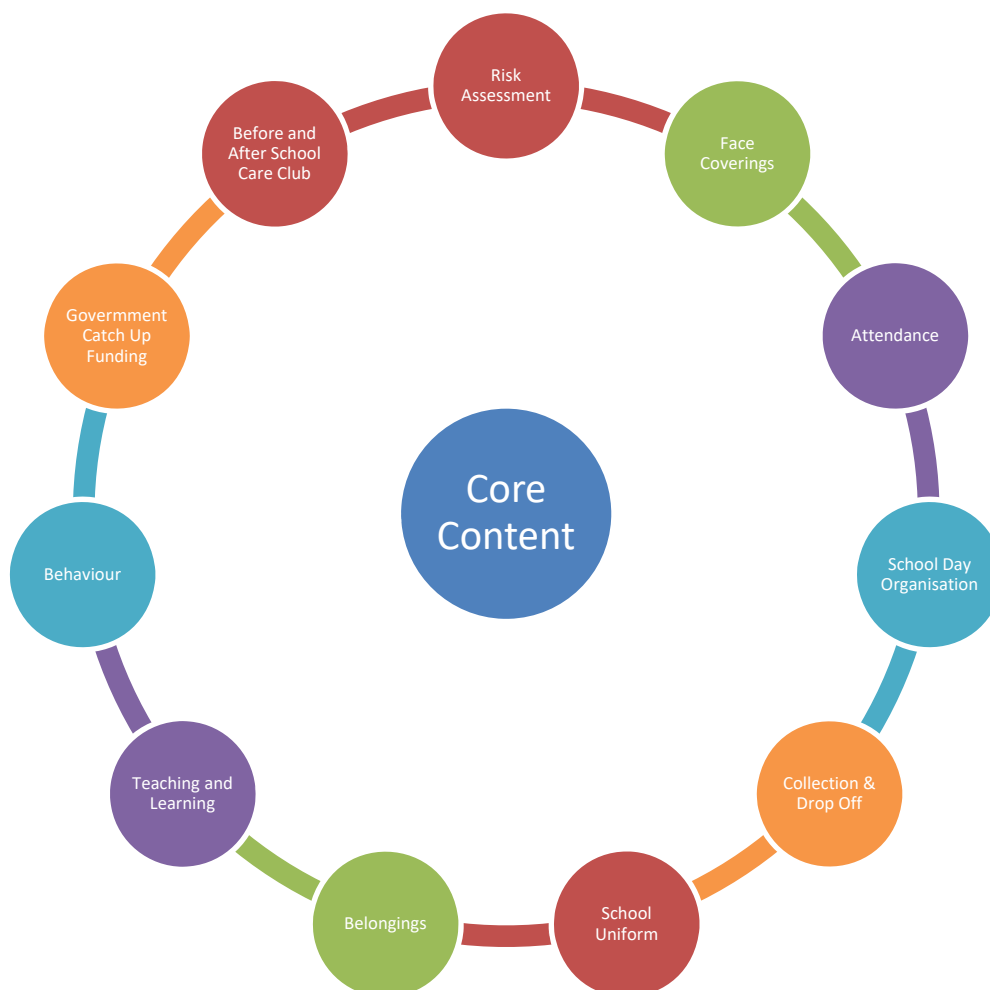


Friday, 28 August 2020

Autumn Term 2020-21 Arrangements

Dear Parent,

In response to new government guidance published recently, I am writing to parents regarding the arrangements for the autumn term. This letter is long and detailed but nowhere near as long and detailed as government guidance! I hope that the decisions and organisation set out in this letter will enable all families to be clear and confident in arrangements next term. We have taken many difficult decisions and we know that there will be very different perspectives on individual aspects, however my role is to ensure that all individual decisions come together to form one coherent and effective school. I believe the decisions taken allow us to concentrate on our core role and meet arising challenges in the autumn term without causing wider disruption to families. This letter details arrangements in the following areas:





Risk Assessment

School leaders and governors at Chesswood are currently developing a new set of controls in response to the changed government guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The system of control focuses on two aspects, PREVENTION and RESPONSE to infection. In relation to prevention there are five key aspects:

1. Minimising contact with individuals who are unwell
2. Practising good hand hygiene
3. Practising good respiratory hygiene
4. Sustaining enhanced cleaning practices
5. Minimising contact between individuals and social distancing wherever possible

School have been directed by government to:

“do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum”. We are therefore tasked with balancing risk and managing an effective school environment and learning programme. That balance will rely on professional judgements on organising and separating groups; and social distancing. These aspects will vary depending on local risks i.e. any confirmed cases. Our risk assessment process will be dynamic and will adjust on the basis of perceived risk. We will use a threshold guide to support our professional thinking and judgement in the coming months and until the virus has been eradicated.

| Stage | Description | Example Actions |
|-------|---|---|
| 1 | There are no cases in school or in the local area i.e. end of Pandemic | School life returns to pre-pandemic normal – all activities are fully open and sustained |
| 2 | There have been no positive cases within school in the previous 14 days. There may be a small number of children <5 requiring a COVID-19 test due to symptoms displayed. The prevalence in the local area remains low. | Core school business is undertaken. The organisation of the school allows for greater freedoms for children and staff e.g. class bubbles may combine at play and lunch time in the outdoor environment. Assemblies may be undertaken with class bubble distancing. |
| 3 | There has been <u>one</u> positive case of a child or member of staff attending Chesswood Junior School within the past 14 days. The individual is required to isolate for at least 7 days and close contacts in school are required to isolate for 14 days and undertake test. | A risk assessment review will be undertaken, control measures will be considered again whether they remain fit for purpose. Further advice will be sought from the local Public Health England ¹ team. Considerations for playground management, school assemblies, specialist teaching and cleaning rotas will be reviewed, amongst other things. |
| 4 | There have been multiple positive cases that result in one or more class bubbles or year groups closing for a period of time on the advice of Public Health England. | Strict class bubbles will be reinstated, other control measures in relation to separating and distancing will be undertaken under the guidance of Public Health England ¹ . |

¹ Subject to a new agency being formed to advise on school decision making.



| | | |
|---|---|---|
| 5 | Public Health England or National Government direct the school to close due to cases at the school or within a local area 'lock-down' | The school may close entirely or return to limited opening for key workers and vulnerable children. |
|---|---|---|

The new risk assessment is available on the school website <https://www.chesswood.w-sussex.sch.uk/page/?title=Full+Opening+%2D+September+2020&pid=1083>. We are consulting on this risk assessment until Thursday 3rd September, should you have any questions, queries or concerns about this risk assessment, use the online form using the weblink above. We will adjust the risk assessment based on the questions, queries or concern raised in relation to it – our priorities are to ensure:

- the school community holds significant faith in the control measures set out.
- core educational experience may be undertaken and sustained in the medium to long term without unnecessary disruption effectively balancing risk and control through informed professional judgement.

Face Coverings

Guidance on face coverings has been adjusted since this letter was originally communicated. The adjustments have focused on secondary aged pupils and strictly speaking do not affect pupils at primary age. In recognition of the very wide and strongly held opinions that different families may have, the leadership team at Chesswood has sought a pragmatic and flexible solution that we hope can be supported by all, whatever their views might be.

- The leadership team continue to discourage the wearing of face coverings by children on the school site.
 - Health and Safety Executive UK (HSE) <https://www.hse.gov.uk/coronavirus/ppe-face-masks/face-coverings-and-face-masks.htm> "Face coverings are mainly intended to protect others and not the wearer."
 - The hygienic use of face coverings by children is exceptionally difficult to maintain, especially throughout a school day, which is a key reason we do not advise the use of them on the school site.
 - We believe communication between children and adults and between children and children is significantly compromised when face coverings are worn.
 - When children are physically active at playtime – running, chasing and playing – the wearing of face coverings is likely to lead to breathing difficulties and overheating.
 - Whilst the school risk assessment level remains green, we would ask all parents to resist the temptation of their children wearing face coverings in and around the school premises. If and when the risk assessment level increases, e.g. amber, we would support the wearing of face coverings in communal areas of the school, i.e. corridors, toilets and playgrounds, where families believe it is appropriate to do so and a child is able to manage the face covering effectively and safely for themselves and others.
- Where a family believes it is essential that their child wears a face covering, this protocol is expected to be followed:
 - the family email office@chesswood.w-sussex.sch.uk to confirm they would like their child to wear a face covering on the school site and their reasons for this being necessary.
 - Whilst the risk assessment is green, children may only use a face mask in communal areas but not in classrooms. Where the risk assessment increases, i.e. amber, face masks may be worn in a classroom setting where there is sufficient reason to do so.²

² "Sufficient reason" – this will be a professional judgement made by a senior leader in partnership with the family and their individual circumstances.



- Any child wearing a face covering must be taught how to do so effectively by their family - <https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>.
 - Face coverings must be worn appropriately and stored appropriately as a minimum.
- Any face covering worn by any child, member of staff or visitor to the school site, must be appropriate for a school setting. Children must only wear face coverings that are plain.

School Attendance

It is the government's decision that "pupils, in all year groups, will return to school full-time from the beginning of the autumn term". We are fully supportive of that decision and the absolute need to ensure all children return to a full-time curriculum, even though that return will not be Covid-19 risk free. It will however, be managed risk, especially as the prevalence of Covid-19 has decreased and we have specific control measures in place. It is therefore expected that children can return to a safe school environment in September. On that basis, ALL parents would be expected to ensure their child attends school full time from that point.

We recognise that a small number of families may have exceptional medical reasons that would underlie a significant concern about their child returning. We would ask families in such circumstances to seek advice from their GP or medical consultant in the case where your child or a member of the household is extremely clinically vulnerable. We understand that guidance would still be that a child would still attend school with an individual risk assessment so all are aware of the risks and control measures.

We also know that a small number of families are genuinely worried about the return as the perceived threat is constantly streamed across the media. We will work alongside families to build confidence in their children attending school. We do not propose to manage school attendance with fixed penalty notices at this time, we hope to manage this in a positive partnership with parents and there are various ways we can secure and build school attendance. However, if it is the school's professional judgement that an individual child is likely to suffer significant academic harm or there is an underlying safeguarding concern for the child and progress is not being made on school attendance then it is likely we will proceed with a fixed penalty notice when it is appropriate to do so.

Normal rules will apply to school absence in the event that a family does not have a genuine exceptional reason for their child to remain at home i.e. a family holiday of more than 5 days will almost certainly incur a fixed penalty notice, unless there is an exceptional reason.

School Day Organisation

| Year Groups | Gates Open | Last Entry | Break Time | Lunch | End of School |
|-------------|------------|------------|---------------|-------------------------------------|---------------|
| Year 3 & 5 | 08:45 | 09:00 | 11:00 – 11:15 | 12:15-12:45 Eat 12:45-13:15 Play | 15:25 |
| Year 4 & 6 | 08:25 | 08:40 | 10:30 – 10:45 | 12:15-12:45 Play 12:45-13:15 Eat | 15:05 |

Arrival

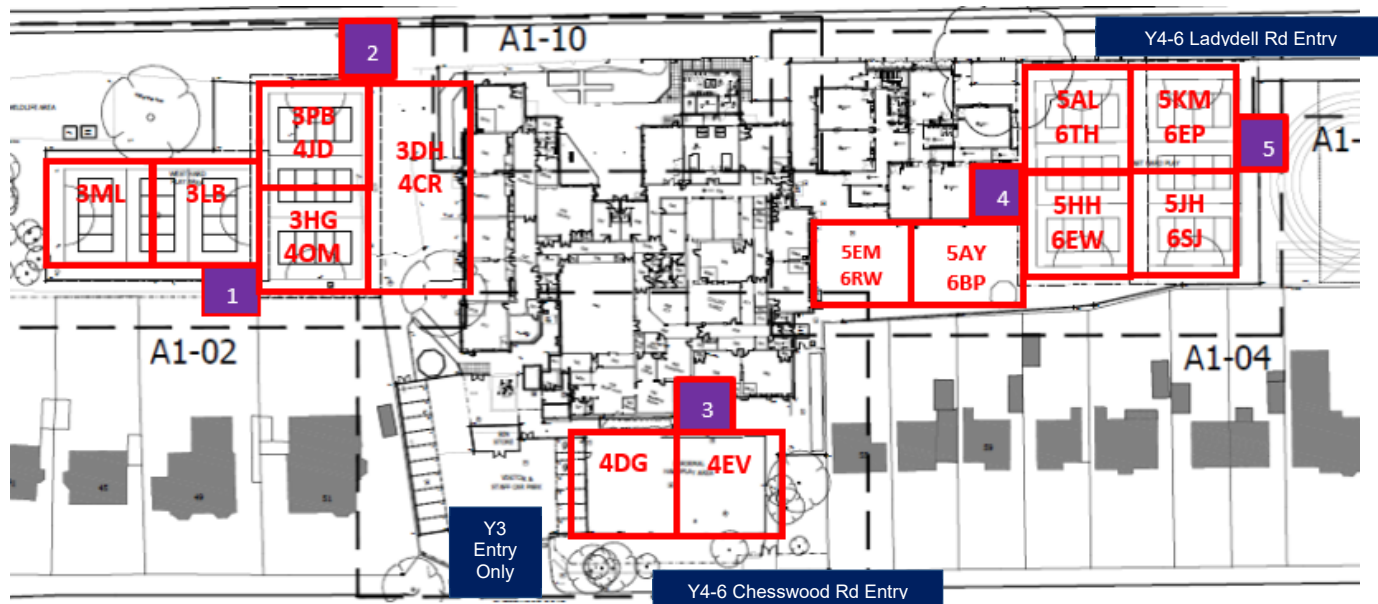
Year 3 children will enter and exit through the school car park – there will be no vehicular access at the time this temporary entrance is open to children. Y3 parents will drop children off within the car park; children will follow the one-way system to the Y3 playground. We will have



many staff available, identified by hi-visibility jackets, to support our new families in the first days of term and until this routine is established.

Year 4-6 children may use the entrance at Chesswood Road or Ladydell Road that is most convenient to them. Unless parents have an appointment, or there is a standing agreement for them to enter the school site, parents will drop off their children at the school gate and will not enter the school site. We understand this will cause anxiety and frustration for some, however, managing numbers of people on the school site and doing so in an organised way gives us our best chance to minimise the risk for all families, therefore it is essential.

On arrival, all children will move directly to their allocated zone – see school plan below. At this time, children will remain in individual class bubbles. At playtime and lunchtime these bubbles are adjusted to provide more free play space.



Leaving – at the end of the school day

Year 3

Year 3 children will be collected from the area outside of their classroom by parents at the end of the school day. There will be a one-way system that parents must respect and follow. Only ONE parent from each family will be permitted on the school site. To ease congestion, bottle necks on pavements around the school entrance areas any additional parents, friends or family members are asked to avoid the area. Y3 parents will enter via the Chesswood Road entrance only (even if the Ladydell Road entrance is more convenient). Y3 parents will then leave by the car park entrance/exit to minimise congestion at the narrow pedestrian entrance area.

If a younger child is to be collected by an older sibling. The older sibling will meet their brother or sister following the same process as the adults. They must then leave the school premises via the car park entrance/exit. If the older sibling's day ends before the younger sibling, they will remain in their own classroom completing a task of their choosing until it is time to collect.

Year 4

Year 4 children may be collected from the front playground by a parent. Only ONE parent from each family will be permitted on the school site. To ease congestion, bottle necks on pavements around the school entrance areas any additional parents, friends or family members



are asked to avoid the area. Parents must remain on the front playground leaving an appropriate 1m+ distance between themselves and others. Year 4 children will walk to the front playground. All Y4 children will leave by the school car park entrance/exit using the one-way system.

If a younger child is to be collected by an older sibling. The older sibling will meet their brother or sister following the same process as the adults. They must then leave the school premises via the car park entrance/exit. If the older sibling's day ends after the younger sibling; the younger sibling will remain in their own classroom completing a task of their choosing until they can be collected.

Year 5 and 6

Year 5 and 6 children will leave the school premises independently using the Ladydell Road entrance and exit only. Parents of Year 5 and 6 children are asked not to enter the school site unless they have an appointment to do so. For children who would typically exit via Chesswood Road there is additional distance to walk, however there are no roads to cross using this route back to their normal way home.

The only exception to this will be older siblings collecting younger brothers and sisters. If the younger sibling finishes later than their sibling, the eldest child will wait in their own class until the collection time for their younger brother or sister.

Drop-off/collection with additional children not on roll at Chesswood

Any and all children, including pre-school and primary school age, not on roll at Chesswood are welcome on the school site under close supervision from a responsible adult. This arrangement is intended to support families with younger siblings at local infant schools and nurseries and child minders collecting multiple children from different schools.

Morning & Lunch Play

Class bubbles will mix at play and lunchtime. These mixed bubbles are consistent with the class mixes for afternoon PE. As children are outside, the risk of transmission is significantly reduced. Playgrounds will be monitored to ensure children are playing reasonably and responsibly. However, the significant gain in arranging playground space in this way is:

Children have large areas to run around in – which many really need!

Children will only be allowed inside the school building if they are using the toilet, therefore, appropriate clothing (jumper/coat) is essential. We have taken the decision to suspend the ability for children to remain in the school building playing quiet games and using iPads at these times.

To maintain class bubbles would lead to significantly later lunch for some children and would make school staff organisation, particularly for specialist teaching almost impossible.





Lunchtimes

All children will eat in their classroom with the exception of Y6 who will all (hot school lunch and sandwiches) eat in the school hall. Year 6 children will sit in allocated spaces in the school hall each day to ensure we are able to trace their close contacts should a child become ill. Children will remain in their class for 30 minutes eating their lunch then will go outside for 30 minutes (or vice versa). Children will not be permitted to spend anytime inside the school building unless they need to go to the toilet. Toilet numbers will be restricted and there will be a queuing system we will do our very best to manage this so there are no accidents however that will also rely on children seeking to go to the toilet before they are desperate to go – we hope parents will help school staff remind their children that there will be a longer than normal wait to get into the toilet.

Children will be playing outside in a range of weathers including light drizzle and when it is cold. It is vital that all families ensure their child is dressed appropriately for the weather conditions as we enter the autumn period. All children should attend school with a warm waterproof coat when the conditions require it.

School Uniform

From September the basic expectation will be for all children to wear school uniform as set out in the school brochure:

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Brochure&pid=188>

However, we recognise there may well be some frustrations in sourcing some items of school uniform in correct sizes and colours. As such, we will be flexible in the first half of the autumn term to allow all families a little more time to get all items of clothing and shoes. This flexibility is shared in good faith and on the understanding that every reasonable effort is made to purchase all necessary school uniform for the start of the new academic year.

Pre-loved Uniform

We know many children will have grown out of school uniform and much of it will have been in good condition. If you have any uniform that is no longer to be used by your child please donate it to our pre-loved uniform shop. If you are in a position to donate uniform in good condition please email: uniform@chesswood.w-sussex.sch.uk. The office team will make arrangements for you to drop it off at school.

Equally, if you would like to purchase pre-loved uniform (we make a small profit on uniform sales which is given to the PTA – as many events have been cancelled this year, this income provides essential support) please contact the email above.

Belongings

Children are asked to bring in their own pencil case with their own stationery. **Children will not be permitted to share their stationery with other children in class.**

Essential

- Small Pencil Case
- Handwriting Pen – **Blue only**
- Rubber – please use a white rubber to avoid creating coloured marks on child's work
- HB pencils (2)
- Pencil Sharpener
- 15 or 30 cm ruler



- Water Bottle – approximately 0.5l bottle with sealable top. This should be taken home and cleaned daily. We would advise having more than one bottle available in case of loss or damage. The water bottle will be on your child's desk throughout the day and they are encouraged to drink throughout the day.



- **Only plain water may be given to your child to drink.** Fizzy drinks or flavoured drinks are not allowed.

Optional

- Colouring pencils (not felt tips)
- Glue Stick – e.g. Pritt stick style

Toys and personal belongings

From September children are not permitted to bring in any toy, trading card or personal belonging into school unless there are exceptional circumstances and it has been agreed as part of a therapeutic programme e.g. advised by a doctor following significant childhood trauma. We would ask all parents to regularly check their own child's bag to ensure there are no additional toys or personal belonging being brought onto the school site.

Hand Sanitiser

We would encourage all families to supply children with small bottles of hand-sanitiser. This will significantly reduce the time taken to maintain personal hygiene.

Teaching & Learning

Everyone is agreed that this period of time has been extremely challenging for all. For many, perhaps the large majority, there are now significant gaps in learning and possibly damage to learning habits e.g. resilience and perseverance; which could pose one of the most significant issues to overcome. As children return in September, we will need the support and attention of all families to ensure that we rebuild children's resilience and perseverance, and return to sustained good learning habits. Parents, having done so much already, are asked to ensure their child -

- has the equipment they need to learn during the school day
- completes the homework tasks set by the year group each week to consolidate their learning in school or prepare for future learning
- recognises the need now more than ever to
 - "be the best they can be"
 - "demonstrate courtesy, care and kindness"

We will take care of the rest 😊



Curriculum

To mitigate for the loss of learning time and quality of learning for the vast majority of children over Summer Term we will prioritise reading, writing and maths to a greater extent than is normal. The table below details the additional time to be spent on English and maths until February half term.

| | Current Average Per Week | September to February |
|---------|--------------------------|-----------------------|
| English | 7 Hours | 9 Hours |
| Maths | 6 Hours 20 Minutes | 7 Hours 30 Minutes |

The strategy will be slightly different for English and maths in terms of delivering the missed content from Summer Term. However, we will be using additional time between September and February as one aspect to help children cover the actual content thoroughly. Although, even with this additional time, it cannot all be covered by February. We will continue to teach the actual curriculum content for the next academic year until October 2021. We expect that the additional extra time and the consolidation space to be used in the first half of Autumn Term 2021 is our best option to mitigate for the losses sustained during the lock down period.

There is 25 hours learning time within a typical week. With the additional time devoted to English and maths, other decisions have also been required to ensure we align with those hours. September to February

- Science time will reduce by 30 minutes – all content can be covered with improved efficiencies.
- Music time will reduce from 90 mins to 30 mins per week (the proportion, over time, of music in our curriculum is far higher than is typical for a primary school)
- Personal, Social & Health Education will increase by 30 mins, we intend to link a weekly, socially distanced assembly, with a further class session each week.
- Physical Education will continue at 2 hours, in support of building children's health and fitness levels again.
- All other foundation subjects will be taught in the period until Easter 2021. However, we will need to remove some units to ensure the curriculum content will fit within the time available. During this period of lock down, all subject leaders have worked on knowledge organisers - these may be found on our school website e.g. Science <https://www.chesswood.w-sussex.sch.uk/page/?title=Science+Knowledge+Organisers&pid=885>
- Wherever we suspend a unit from the school curriculum in this temporary period, we will specify the knowledge organiser that would have been covered and communicate that to families. This will enable families to cover the knowledge content at home, in a flexible way and meeting their individual circumstances and interests, as appropriate.
- The timings and proportions for all subjects are expected to return to current planned levels in February 2021. Our curriculum is highly structured in terms of the time allocated to subjects and the content fitting within the time available. We are acutely aware of the importance of children experiencing a broad and balanced curriculum but must also balance that with the absolutely essential expectation that children can start their secondary school with age appropriate knowledge, skills and understanding in reading, writing and maths. We believe this strategic plan provides the best balance of those two aspects.



Assemblies

It is our intention to undertake 'socially-distanced' assemblies. All children will sit facing the front of the hall. Each class will be seated a minimum of 1.5m from the next class. Initially, we will start the term with pastoral – personal, social and health education.

1. This is taking the place of our weekly singing assembly as large singing events are not appropriate at this time. The pastoral assembly will lead on a subject rooted in mental health and wellbeing and a further class-based session will be undertaken after the assembly. This will be our key vehicle to support children process their thoughts, feelings and experiences in general terms and in relation to their experience and worries regarding the current pandemic. We seek to build their confidence, positive response to challenges and resilience in a school environment and in response to the learning demands that will be placed on them once again.

If the above assemblies are successful, we have capacity, and there is no increase in risk, we will re-introduce the assembly below

2. People, places and events – this is unchanged and focuses on important or inspirational people, places and events.

Assessment and Reporting

Class teachers provided parents with an annual report for children on roll at the end of the summer term. That report did not include important test data, as the spring and summer test periods were not fully administered.

To support academic staff build an accurate baseline all year groups will undertake the summer assessments that were missed. These will be undertaken in week 4 of the autumn term (week commencing 28th September). Additionally, and in keeping with normal practice in the autumn term Year 6 will undertake practice SATs tests to help familiarisation with the demand and structure of these – children have found this process immensely reassuring and supportive in recent years helping to reduce anxiety prior to the May statutory tests.

We then expect to return to the normal test timetable for the remainder of the academic year with the autumn tests being undertaken towards the end of November. Parents will receive a report of the end of autumn test results at very end of the autumn term once they have been marked and all data collected and processed – there is a lot!

At the start of each new academic year we host a 'meet the teacher' event. We are unable to do this safely this year. However, each teacher will prepare an online presentation to ensure all parents have the essential information relevant to their child's class and, importantly, you can put a face to the teacher's name which will give many parents necessary reassurance. The presentations will be made available to parents by Friday 18th September. We will write to all parents with further details on the location of the class presentations in the first week of the autumn term.

We do intend to host the normal three parents' evenings (October, January and April) with some adjustments but this will be kept under review. At this time, parents' evenings will take place on Tuesday 20th and Thursday 22nd October. These will be strictly appointment only and will be subject to social distancing guidelines – further information on booking will be shared with parents in the first weeks of the autumn term.

Home Learning (homework)

Home learning forms an important part of a child's educational experience. We will continue to set year group specific core-skills work every Wednesday. This will be placed on the school website under [Learning > Home-Learning](#). In the autumn term, we will seek to review home-learning provision in light of the lessons learnt over the lock down period, e.g. additional focus on foundation subject areas.



Extra-Curricular Clubs

A significant feature of any term for the vast majority of children is the wide array of clubs before, during and after school. Unfortunately, we will not be arranging any clubs during the autumn term unless guidance changes significantly i.e. we return to the Blue Zone within the risk assessment. We understand that many children and families will be disappointed and even annoyed by this decision, however we believe it is right at this time to ensure -

- reduced risk of transmission
- the essential core service has sufficient capacity and can be sustained throughout the term

We will review the extra-curricular club organisation for the spring term in December when we will have had sufficient experience of the new school arrangements and our capacity to manage additional demand sustainably in the autumn term.

Peripatetic Music

Peripatetic music will be welcomed back under controlled conditions. Parents may continue to book as they would normally. Should you have any questions regarding peripatetic music please contact Claire Cossins: ccossins@chesswood.w-sussex.sch.

Day Visits

We do not plan to undertake day visits that require a coach trip in the coming academic year. In the main, this is about efficient use of time in the curriculum. However, we also recognise that reducing costs for many families is an important factor at this most difficult of times. We are confident that we can maintain an enjoyable engaging curriculum experience without such visits and visitors but hope, in time, when the curriculum is under less pressure we will return to these experiences.

Local visits may go ahead if it supports genuinely efficient and effective learning e.g. Worthing Museum visits. Parents will be notified, well in advance, of any trip in the local area.

Residential Visits

We typically have two residential visits each year. Both are planned for the autumn term in Year 4 and Year 6.

The Year 4 residential has now been cancelled in line with government guidance. We do not intend to arrange a further trip for Year 4 in September 2021. Less than half of the year group had signed up to attend the residential and that is not a sufficient proportion to support its viability. As this trip was focussed on outdoor adventurous activities (OAA) we will review opportunities in the curriculum to provide additional OAA. Further issues affecting the 2021 visit would also be affordability for parents and potential losses the school could be exposed to – this year the school was in a difficult position with refund deposits for all parents (approximately £9000) – we cannot knowingly place ourselves in that position again as the school already has a deficit budget.

The Year 6 Bristol residential has been moved to the final full week of term in July. We have recently sent a communication to all Year 5 parents advising them of this and seeking to ascertain whether further families would like their children to attend and whether families would like to remove their child from the residential visit. We expect to place the next Bristol residential visit after July 2021 back to its original position in September/ October 2021 (current Year 4 children would be the group attending that trip).



Christmas

In keeping with the current guidance regarding large indoor gatherings and singing we do not plan to undertake the normal Christmas Carol Concert at St George's Church. Again, given the significant lead time for learning the Christmas carol songs (starting after the October half-term) and the need to reduce music time to ensure all subject can be taught whilst prioritising reading, writing and maths; we do not see a realistic way to undertake this event.

Likewise, the Christmas Fayre at the start of December, cannot go ahead under current guidance. Planning for this event is undertaken from October onwards. Whilst the event is fantastically enjoyable for all, and raises essential funds for the Chesswood Friends (PTA), we believe it is important to remain highly focussed on maximising efficient, effective and high quality learning time all the way to the end of the term.

We will certainly undertake Christmas related learning activities, we will seek to reflect the importance of this Christian festival and children will have fun in the lead up to the Christmas holiday but this will be necessarily different this year. Of course, we would hope and expect to return to our full programme for December 2021.

Managing Behaviour

We have a very diverse school community and to ensure all:

- children feel safe and confident to attend
- can be reassured that C-19 risks are minimised
- staff can act in a consistent way towards children when responding to actions and interactions that may compromise the safety of themselves or others.

we set out a 5-step protocol during the period of reduced school opening. The protocol enables consistent and fair decisions to be made in response to behaviour and actions that could potential compromise the safety of individuals and the wider school community. This protocol will be a key reference for all school staff when responding to arising issues. It will be used in a sensitive and appropriate flexible way when managing incidents however, it remains the case that we will rely on children and their families to ensure children's actions and interactions are overwhelmingly found to be at stage 2 or better.

I cannot overstate how important it will be for parents to support the school in ensuring their children meet these expectations. Put simply, where individuals or groups increase risks for others of contracting C-19 through their actions and interactions this may quickly lead to higher transmission, isolation from school with its consequences for children and potential absence from work for parents with clear consequences for maintaining their financial security which simply cannot be put at further risk for individual families. It is therefore vital that each and every parent and family instil expectations and consequences for their children prior to them returning on Monday September 4th.

Where children follow the well-established Bright Sparks Community Code they will certainly remain at stage 2 or better. Most importantly children must show courtesy, care and kindness to all and try to be the best they can be. By following these two simple guidelines they will be meeting the expectations.





| It is essential that all children who are in school keep themselves and others safe within the school environment. To do this, they must follow the COVID-19 rules. They are non-negotiable and set out to comply with Government advice. | |
|--|--|
| 1 | <ul style="list-style-type: none"> The pupil keeps themselves and others safe by exceptionally good compliance to C-19 rules in school. They show others courtesy, care and kindness and are a good friend to others. |
| 2 | <ul style="list-style-type: none"> The pupil keeps themselves and others safe by generally good compliance to the C-19 rules in school. They may need an occasional reminder, which they respond to quickly. They are respectful to other children and don't cause others emotional distress. |
| 3 | <ul style="list-style-type: none"> The pupil needs regular reminders about the C-19 rules to keep themselves and others safe. They may also need reminders to show kindness to others. They respond positively to those reminders. Teachers may contact parents to support the safety message. |
| 4 | <ul style="list-style-type: none"> Despite reminders, the pupil is regularly acting in a way which is putting themselves or others at risk by not keeping to the C-19 rules. Their behaviour may also cause others emotional distress. They have needed to spend time in a separate safe room to ensure other children and adults in their class feel safe physically and emotionally. A Year Leader has spoken with them and their parents to consider whether it is safe for them to continue to attend school. If the child is the child of a key worker or in a vulnerable group i.e. with an EHCP or has a social worker, a Support Plan will be produced between the SENCO, Yr Leader and parents with specific strategies to address their needs. This Support Plan would be reviewed each week along with the appropriateness of continuing the pupil's place in school. If they are not in this group, they will not get any further warnings and would move to Stage 5 if their risky behaviours continued. |
| 5 | <ul style="list-style-type: none"> Despite involvement from the Leadership team and consultation with parents, the pupil continues to risk their and other people's safety by not being able, for whatever reason, to keep to the C-19 rules in school and/or enable other children to feel emotionally safe. They are a risk to themselves and others and cannot continue to attend school. |

Government Catch Up Funding

At this time, we do not know how much funding the school will receive from government for the school catch up programme or the tutor programme. However, we have an estimate and have built an initial plan based on approximately £20,000. We intend to use the funding in three phases.

Summer School

We hosted a summer school for three weeks during the summer holidays. Children were selected on the basis of -

- accessing or broadly meeting age related expectations in one or more of reading, writing and maths
 - priority is given to children currently in receipt of pupil premium funding given the academic risks for this group are significantly greater generally
- behaviour of the individual child is broadly good and is not likely to cause any significant disruption to the effectiveness of teaching and learning within the summer school



- there are no severe and complex special educational needs as support will be provided in the form of teaching assistants from the autumn term within our SEN support programme.

Early indications suggest this programme brought positive benefits to children engaging and attending the sessions.

Additional School Day Support

Once class teams have established a good understanding of the starting position for all individual children, they will use additional curriculum time in English and maths to start our catch-up programme. At the end of the autumn term we will use our assessment information to identify children who would benefit from further focussed support. We intend to provide additional group teaching through the spring and summer term during the school day when curriculum time returns to normal. Detailed arrangements for this programme will be developed in the autumn term.

Tutorial Support

We will continue to use our tutorial support programme to support accelerated progress and address gaps in learning. The tutorial groups will be expanded, as appropriate, to maximise the support for children. The focus will be for children accessing and just meeting age related expectations in reading, writing or maths. Children accessing this support may miss music and or one lesson of PE per week. We will inform parents if their child requires this additional support.

Before and after school care

Although extra-curricular clubs will not go ahead in the autumn term, we will have a fully operational breakfast club and after school care club. Both clubs will now be run directly by Chesswood Junior School staff, as we have throughout this period of lock down.

The planned charges are as follows:

| Club | Timings | Cost |
|------------------------|------------------------|--------|
| Breakfast Club | 7:30 – 8:30 a.m. | £4:00 |
| After School Care Club | 3:15 – 4:15- 4:30 p.m. | £6:00 |
| | 3:15 – 4:45- 5:00 p.m. | £8:00 |
| | 3:15 – 6:00 p.m. | £10:50 |

Guidance on how to book and pay for both clubs may be found at:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Before+and+After+School+Care&pid=193>

Should you have any questions queries or concerns please contact our wrap around care manager Kate Brown – kbrown@chesswood.w-sussex.sch.uk

In the event that there is more demand than we have capacity for we will prioritise -

1. Fee paying children who attended breakfast or after school club prior to school lock down
2. Children of key workers
3. Children with younger siblings at either Springfield or Lyndhurst Infant School
4. Children requiring the longest periods in the after-school care club



Thank you for taking the time to read this important communication. I hope that it has answered all of your questions. As part of the risk assessment process, we have shared an online form that parents may use to share any outstanding questions, queries or concerns that they may have. This may be found at: <https://www.chesswood.w-sussex.sch.uk/page/?title=Full+Opening+%2D+September+2020&pid=1083> (Parents > Full Opening – September 2020)

On behalf of staff and governors at Chesswood Junior School we are very much looking forward to welcoming each and every child back to school on Monday 7th September. We hope they will be full of energy and enthusiasm and ready to learn and enjoy school once again. Clearly there will be challenges for all but we are very confident that any and all challenges can be addressed successfully with patience, understanding and flexibility.

Yours sincerely,

| Government Guidance | Hyperlink |
|----------------------|---|
| Guidance for schools | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools |
| Guidance for parents | https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=a4f2c389-4567-489e-bfe9-f60d374c0313&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily |