

Wednesday 8th July 2020

Dear parents,

I am writing to you as promised regarding school in September, and the changes that have to be put in place to ensure the safety of pupils, parents and staff. I mentioned briefly what some of the changes would be in my last letter and will cover those in more detail within this one. Apologies again for the length of this letter, I have a lot of information to share! I have just published an 18 page guide to staff which took me days to write!

Bubbles

All children and staff have to be in bubbles in September, but these can be much larger than we have in school presently. When deciding which children to place in bubbles I have taken the following into account: teaching groups, including phonics groups, split year groups, clubs and lunch time provision. Bubbles will be as follows:

Kingswood: Bubble 1 – Chestnut, Sycamore and Maple classes and their staff (Years R,1, 2)

Bubble 2 – Birch and Oak classes and their staff (Years 3,4,5,6)

Leeds and Broomfield : Bubble 1 – Hedgehogs and Squirrels class and their staff (Years R,1,2,3,4)

Bubble 2 – Badgers class and staff (Years 4,5,6)

Platts Heath : Bubble 1 - Ash and Willow class and their staff (Years R,1,2,3,4)

Bubble 2 : Elder class and staff (Years 4,5,6)

Ulcombe : Bubble 1- Owlets and Barn owls and their staff (Years R,1 2,3)

Bubble 2: Tawny Owls and staff (Years 4, 5, 6)

As far as possible the children will stay in their bubbles and not mix with staff and children from other bubbles. The point of this is to reduce the number of other families that children and staff mix with.

Pick up and drop off

Bubbles need to have staggered times for drop off and pick up times to ensure social distancing between groups and parents. Please see the below table for drop off and pick up times and locations. Parents will not be able to enter any school building at any time.

Kingswood – all children to be picked up and dropped off via their classroom door

Ulcombe – all children to be picked up and dropped off by their gate to the playground

Leeds and Broomfield – Hedgehogs to be dropped off and picked up in the early years outside area, Squirrels – door to the huts, Badgers, from the playground

Children cannot all come in the red door as bubbles would mix

Platts Heath –Elder class – dropped off and picked up from to bottom of ramp to classroom

Ash class – dropped off and picked up from outside areas through side gate

Willow class - dropped off to and picked up from steps to entrance to main building

<u>Kingswood</u>	Drop off	Pick up	<u>Leeds and Broomfield</u>	Drop off	Pick up
Chestnut, Sycamore and Maple	9-9.15am	3-3.15 pm	Hedgehogs and squirrels	8.45-9am	3-3.15pm
Birch and Oak	8.45- 9am	3.15-3.30 pm	Badgers	8.30-8.45am	3.15-3.30pm
<u>Platts Heath</u>	Drop off	Pick up	<u>Ulcombe</u>	Drop off	Pick up
Ash and Willow	9-9.15am	3-3.15 pm	Owlets and Barn owls	9-9.15am	3-3.15 pm
Elder	8.45- 9am	3.15-3.30 pm	Tawny Owls	8.45- 9am	3.15-3.30 pm

Lunch times and break times

These need to be staggered so that pupils and staff from the different bubbles do not mix. Children will be able to have school dinners or packed lunch. All pupils in year R,1 and 2, and those entitled will receive a free school meal. Supermarket vouchers will stop in September as all children can have a meal at school.

The plan we will follow is this

<u>Kingswood</u>	Break time	Lunch time	<u>Ulcombe</u>	Break time	Lunch time
Key stage 1	10-10.15 am	Hall 12- 12.40pm Play time 12.40- 1.10pm	Owlets and Barn Owls	10-10.15am	Hall 12- 12.40pm Play time 12.40- 1.10pm
Key stage 2	10.30-10.45 am	Playtime 12.10-12.40pm	Tawny Owls	10.30-10.45	Playtime 12.10- 12.40pm

		Hall – 12.40pm			Hall – 12.40pm
<u>Platts Heath and Leeds and Broomfield</u>	Break time	Lunch time	<u>The issue with lunch time at Leeds and PH – is that dinners are delivered and we have no way of keeping them hot. So lunch time will have to be divided into school dinners and packed lunches with bubbles separated on the playground via cones</u>		
School dinners	10- 10.15am	12.10-12.40 School dinners – socially distanced in room/ in two rooms in PH Playtime 12.40- 1.10 Half playground each bubble – marked by cones			
Packed lunches	10.30-10.45 am	Packed lunches Playtime 12.10- 12.40 – bubbles – play two halves of the playground 12.40- 1.10 – lunch – use of two rooms one for each bubble			

School Uniform

All children will need to be in uniform from September, and will need a PE Kit available in school at all times. PE kit should consist of shorts, tshirt and plimsolls or trainers- plimsolls are preferred for children in years R-2. Joggers can also be provided for colder days. These should be in a draw string bag so they can remain on a child's peg. Any PE kits that were left at school will still be there in September!

If you need to order items of uniform and are not sure how to please contact the school offices via email.

Kingswood – office@kingswood.kent.sch.uk

Leeds and Broomfield – office@leeds-broomfield.kent.sch.uk

Platts Heath – office@platts-heath.kent.sch.uk

Ulcombe – office@ulcombe.kent.sch.uk

School Equipment

In September children will not be able to share equipment, and so this year we are asking parents of children in years 3,4,5 and 6 to provide their child with a pencil case where ever possible.

Pencil case wish list

- ✓ One pencil case, preferably the clear plastic 'exam' type as these are wipeable (please label with your child's name)
- ✓ Pencils – HB
- ✓ Handwriting pens – these need to be blue or black and fibre tipped (not biros)
- ✓ Glue stick
- ✓ Ruler
- ✓ Eraser
- ✓ Pencil sharpener
- ✓ Pencil Crayons
- ✓ Small pair of children's scissors

Children in year R, 1 and 2 will be provided with the equipment they need.

All children will also need a water bottle. A fruit snack can be provided for playtime, although we hope our deliveries will have returned to normal in September.

School Events and access to the school building.

In line with DFE guidance staff and pupils will be keeping to their bubbles and not mixing, to lessen the contact with large groups of people. Certain staff will have to work across bubbles such as cover staff, senior staff, admin staff and our SENCOs, which they will safely do by social distancing, however we have to strictly limit other adults in the school. This does mean that parents and carers are not permitted to enter any of the ASPIRE school buildings. Drop off and pick up will be to the allocated area. If you need to contact the school please do so by telephone or email.

Due to the restrictions on large group gatherings, there will be no school events for the foreseeable future. This means that all whole school assemblies, productions, concerts and church services are cancelled until at least January. This does sadly mean that harvest and

Christmas will not be celebrated in school in the same way as normal, however we will make sure these key events are marked by the children within their bubbles.

Parents evenings are due to take place in October, either just before after half term. These will now be telephone appointments. More details will follow, but these are likely to span a week with each class being able to make a telephone appointment for a particular day.

Parent and teacher meetings for new year R pupils will take place in September and these can either take place via telephone or a socially distanced chat in the Early years outside area (weather dependent). Your child's new teacher will be in touch in September.

Attendance at school from September

All children must attend school from September; the government have said it becomes mandatory from the beginning of term.

Expected attendance for all children remains at 97%, and schools will be expected to return to the systems of monitoring each pupil's attendance. Holidays will remain unauthorised and penalty notices may be issued by Kent County Council.

If you are feeling anxious about sending your child to school please contact the school office and we will try to support you. We are following all DFE guidance to keep the children and staff safe.

Curriculum

School starts for pupils on Thursday 3rd September 2020. For the first four weeks the staff will be delivering, as advised by the DFE a recovery curriculum. This curriculum will run from 4/9/20 – 2/10/20. This curriculum will consist of short Maths and English Sessions both in the morning and afternoon and sessions focussed on pupil well-being and building resilience and stamina. On the next page I have provided a brief idea of what that curriculum will look like.

To help us support children with this, our recovery curriculum will focus on four areas:

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Supporting me to build positive relationships with others	
What this area will help me to learn?	What that may look like?
Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and ne adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:</p> <ul style="list-style-type: none"> Independent learning to nurture parallel and joint play Turn taking games and activities Sharing games and activities Intensive interaction opportunities using call and response games and songs. Time where adults can give sole attention to pupils re-building relationships Games and activities where pupils can work together such as board games or outdoor PE games. Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. Safety work about how adults can help us. Activities that link to children’s interests to show we are interested in them.

Supporting me to manage my feelings and behaviour	
What this area will help me to learn?	What that may look like?
Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school	<p>There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so some tools we will use are social stories and use of visuals to guide and support.</p> <p>The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches</p>

<p>environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.</p>	<p>to supporting behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us such as building in regular circle time, therapeutic play times, tools like sunshine circles and use of comic strip conversations. There will be regular sessions where we explore and express emotions through what's in the box using zones of regulation, using zones of regulation to open up discussions about emotions and circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. There will be regular opportunities for pupils to engage in self-regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals. In addition there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.</p>
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Supporting me to enjoy and achieve	
What this area will help me to learn?	What that may look like?
<p>Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day like what's in the box? Relaxation time, independent learning, hello and circle time, phonics.</p>	<p>We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupils day and opportunities to engage in play opportunities. We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage. Sessions which will feel familiar will be different for each learning hub and class group but ideas will be: What's in the Box Hello times Curriculum sessions that provide familiar structures (like phonics, maths, guided reading) Independent learning where provision takes account of schematic learning. ICT songs and learning on whiteboard where these are familiar Outdoor play Storytime Learning in these sessions will link to previous and current topic learning or children's key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.</p>

Supporting my physical health and wellbeing	
What this area will help me to learn?	What that may look like?

<p>Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.</p>	<p>We will be planning in lots of time where children are able to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures.</p> <p>Learning in supporting my physical health and wellbeing will focus on managing and coping within new processes keeping safe. This will include:</p> <ul style="list-style-type: none"> Understanding what is different about school and how to navigate this environment Hand washing and hygiene measures Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual. Keeping and maintaining social distancing Catch it, kill it, bin it messages Health and hygiene sessions focussing on washing, being independent and looking after yourself.
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Children will then start the traditional curriculum from Monday 5th October, and all traditional school subjects will be taught.

Hygiene and Cleaning

All ASPIRE schools have been working out of Kingswood since March and we have had no confirmed cases of COVID 19, so we intend to keep up the same levels of hygiene and cleaning. All children and staff will be asked to wash their hands at regular intervals and you are encouraged to use the sanitiser station when entering school grounds.

Our cleaners and premises staff will be following all government guidance when cleaning the schools on a daily basis.

Communication

I know many of you have appreciated the increased levels of communication, with my at least weekly letters. I intend to keep these up for the rest of this term and into the autumn. As ever I can be contacted via email at EHickling@aspirekent.org.uk.

I hope this letter although lengthy has been helpful.

Kind regards,

Emma Hickling

Executive Headteacher