

Parent Questions feedback

Thank you to those parents for sharing their feedback regarding September. I hope that the parent guide has answered many of your questions. Below are others that are not addressed or need further clarity.

How can you ensure the school is kept to a high standard of cleanliness?

We have employed a cleaner to be on site during the school day. Frequent touch points and toilets will be cleaned regularly.

In the classrooms are: hand sanitisers for children and adult use; disposable wipes to constantly clean tables and boxes of tissues to support 'catch it, bin it, kill it' approach.

Children will hand sanitise on entry to the school and from break and lunchtimes. All children will be asked to sanitise their hands on return from using the toilet.

Bins in classrooms are changed regularly and disposed of using government guidelines.

The school will have regular deep cleans.

How can you ensure my Asthmatic child is not put at risk?

Staff have up to date Asthma training. The school office holds an emergency inhaler. Actions covered in the risk assessments will minimise the risk of transmission significantly.

What precautions will you take as I am a vulnerable person?

By staggering the start and end times of the day and asking one parent to attend with their child, we are reducing the amount of congestion. This will support social distancing.

Children will be kept in consistent bubbles and adults with social distance by 2 metres with children, where possible.

Where school apply the measures set out in the Department for Education guidance, the risks to children, staff and parents will be mitigated significantly.

Will Year 6 children be required to do SATS?

Yes. The Department for Education has announced that they are planning for statutory primary assessments to take place in summer 2021.

This includes:

- *Phonics screening check in Year 1*
- *Key Stage 1 tests and teacher assessment (Yr2)*

- Year 4 multiplication times tables test
- Key Stage 2 tests and teacher assessments (Year 6)

Will there be a focus on nurturing children when they return?

What will be done to help with mental health of the children after so much disruption this year & a 'new normal' - I'd like this to be as much of a priority as learning.

Children may be experiencing a variety of emotions in response to COVID-19 outbreak, such as anxiety, stress or low mood. Curriculum recovery will be at the heart of our curriculum. This is based around a piece of work by Barry Carpenter, a professor in mental health. Particularly in the first two weeks, wellbeing will be a focus. Activities have been carefully planned to link with our values and the process of what we are calling the 3R's: Reconnect, Re-engage, Resilience. We aim that our curriculum recovery in the Autumn Term will enable children to explore self-worth, trust (themselves and adults around them) and hope; to know that we will get through difficult times.

What happens if you have more than one child in different year groups and one of my children had symptoms would all my children and class bubbles have to isolate?

The Department for Education sets out in their guidance:

*'If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must be sent home and advised to follow 'stay at home' guidance, which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus. **Other members of the household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.***

So, yes, all of your children (siblings) would have to isolate.

Local health protection teams will advise school who must be sent home if a case is confirmed.

Can we refuse to send children back September, if we aren't feeling safe with the measures?

As a school we are putting measures in place to reduce the risk. The safety of our children, staff and parents is our utmost priority. Should you have any concerns, please come into school and speak to the Headteacher.

Children of compulsory school age must be in school. It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic.

How are pupils going to be able to cover the period they've missed as many will be at different places with their learning without repeating the whole year? Are children going to be expected to take double maths and English lessons to catch up on missed learning?

Staff have been working this term on looking at the key priorities (foundations) of their year group curriculum for September. We like to call these 'power themes'. These areas will be assessed quickly through activities, questioning, quizzes etc. When the gaps have been identified, then planning will be adapted. As the power themes are progressive, the teacher will know the previous year groups learning and the current year groups requirements. When children are ready and gaps have been closed, children will move on. Effective diagnostic assessment will be the key. Tightly planned interventions will also form part of the 'catch up'.

The Department for Education recognises that 'modification to the curriculum may be needed at the start of the autumn term, so teaching time should be prioritised to address significant gaps'.

Initially, gaps will be identified in Reading, Writing and Maths as a priority. Without addressing these, children can fall further behind in every aspect of education. This will be interwoven with our curriculum recovery and wellbeing focus.

Will staff be moving across bubbles?

The DFE guidance states:

'All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.'

'Schools must do everything possible to minimise contact and mixing while delivering a broad and balanced curriculum.'

'Schools can continue to engage with supply staff during this period.'

At Fairway we are looking at our timetables to minimise this as much as possible. For example having consistent adults to support teachers preparation, planning and assessment (PPA) time within school and as much as possible, interventions will happen within the bubble. The sports coach has been redeployed to work with one class each day, instead of four classes within a day.

What would happen to children who are receiving 1to1 /small group work (IEP)?

Where possible, interventions will continue from within the class bubble. There will be a designated area outside each classroom for when this is not possible. The area will be used by children only from that class and thoroughly cleaned down before and after use.

Will the class emails continue?

Parents have noted this as a positive step towards improved communication and therefore this will continue. As teachers will be teaching during the day, emails will be checked once a week. Please allow up to 7 days for a response. For urgent matters that require a swift response/acknowledgement, please contact the school office by telephone.

We ask that this is parental communication and children should not be emailing the class email from their own personal emails.