

High Academic Standards: Sporting Opportunities: Caring Relationships: Musical Excellence: Christian Values

Dear Parents and Carers,

We can now confirm provision for Y6. Due to an increase in numbers requesting places for EYFS and Y1 we can only offer part time provision for Y6 starting on Thursday 18th June. Y6 boys bubble will be on Monday and Tuesday, Y6 Girls bubble on Thursday and Friday. **We may need to finish all Y6 provision before the end of term if key worker demand exceeds the current available provision.** I understand how disappointing this will be for the children, staff and parents. As I advised in Tuesdays newsletter we have to follow the government guidelines when prioritising year groups.

Mr Litchfield will send further information to Y6 as soon as possible. Year 1 will return on Monday 15th June, we have had to change the start times for Y1 to ensure social distancing during drop off and pick up.

ONE WAY SYSTEM

Please remember to follow the one way system in place. Parents must not park in the staff car park at any time. Signs are there to remind parents and children of expectations when moving around the site. From the bottom of Lingwood Lane (the church end), please use the school side of the pavement when walking your children to school and then return down the opposite side by the Governor's Field once you have dropped the children off and are leaving. The pavement between the village hall car park and main entrance should only be needed for walking down Lingwood Lane, as you will return to the village hall car park via the path on the school field. This should hopefully make it easier to maintain social distancing. If you need to come in your car we would ask that Year 6 and key worker parents park at the bottom of Lingwood Lane and at the Four Bells. EYFS and Year 1 parents park in the Village Hall car park.

SOCIAL DISTANCING OUT OF SCHOOL

Families that are not following the governments social distancing rules will not be allowed to use the provision for 14 days until the risk of infection has passed.

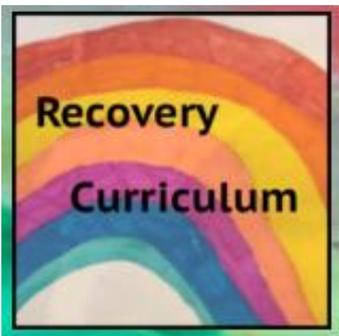
Key Worker/ Vulnerable children continue in classrooms 3 and 4 (9-3.40), drop off/pick up junior playground
EYFS children are in the Class R and Class 1 (8.45-3.25 or 8.50-3.30) drop off/pick up infant playground
Y1 Bubble A children will be based in the class 2 (8.35 -3.15) drop off/pick up from the infant playground
Y1 Bubble B children be based in class 5 (8.40 - 3.20) using Class 5 door, drop off/pick up from playing field
Y6 will be based in class 6 (9.10-3.50) using Class 6 door, drop off/pick up from playing field
Please ensure you follow the social distance rules of staying 2 metres apart during drop off/pick up.

As you are aware, the government has announced schools will not opening to wider year groups before the summer. The school staff are increasing their work within school so we do not have capacity to extend home learning to the likes of team meetings or videos at present. We are trying to find ways we can connect with the children in a manageable way and hope to provide some fun videos over the next few weeks.

Kind regards
Mr Hopwell

An update from the Secretary of State for Education on wider opening of education and early years settings

In a statement made yesterday in the House of Commons the Secretary of State for Education said that the Department for Education continues to follow the best scientific advice and that this cautious, phased return of education and childcare settings is the most sensible course of action to take. While we are not able to welcome all primary children back for a full month before the summer, we are working with the sector on the next steps to allow schools that have the capacity to bring back more children in smaller class sizes to do so before the summer holidays. We will provide further details in the coming days. The statement in full can be found here: <https://hansard.parliament.uk/commons/2020-06-09/debates/1FB411B2-E5C6-4E6B-A9F2-1DDBF5F5E8B1/EducationSettingsWiderOpening>



As a school we acknowledge that children will not be able to pick up the curriculum where they left it back in March. Too much has happened since then and every child's experience will have been different. We will therefore be working hard to listen to individual children, finding out what they have experienced and how best to prepare them for the different journey ahead.

We accept that during the period of home schooling, a child's normal daily routine may have disappeared along with a certain feeling of 'self-worth' that only a peer group can offer. Children are fundamentally social creatures and this loss of social interaction, freedom and normal routine can in effect be felt as a bereavement to some children.

We also appreciate that however hard parents may have tried to create a new 'normal routine' at home, it is not the same as school. For some children, not having that daily routine, freedom and social interaction may have caused varying levels of anxiety, a drop-in concentration and some degree of frustration. All of which we anticipate and will endeavour to address on a child's return to school through our recovery curriculum. We are also mindful that there are certain rites of passage that help shape a child's progression both academically and emotionally which may have been taken away from them. Such things as Year 6 SATs, transition to new classes and schools, time to say goodbye to teachers and friends etc. which will also need addressing.

This loss of routine, structure, friendship, opportunity and freedom, can trigger feelings of anxiety, trauma and bereavement in any child and will never be underestimated.

Anxiety: For some children, anxiety can cause a deterioration in their overall well-being as the anxious child is not a learning child. As a school we will be mindful of mood swings and children who become irrational and illogical. It may also result in a loss of sleep so tiredness and the management of coping mechanisms will also be monitored.

Bereavement: For some children old or young, the loss of friendship and social interaction could trigger a bereavement response. Children may grieve for their peers, the closeness and support they provide along with the freedom they had to spend with friends and visit family members. These emotions may make children mourn for how their life was compared to how it is now and question how long will it take to no longer feel threatened by nearness of others?

Trauma: The loss of routine along with the suddenness of it can be traumatic to some children. Children may have found it alarming that the routine of their week has been abandoned with limited understanding as to why. The suddenness of it all may have also induced panic attacks and or a loss of self-control.

As all children cope in different ways and with respect to all of these varying factors we will be following a holistic recovery curriculum. Some children will require a focused recovery intervention programme personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

Through the following five levers, our recovery curriculum plans for every child's wellbeing by building on relationships, nurturing a journey of re-engagement and once again igniting their joy of learning.

Lever 1: Relationships – We can't expect all our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We will plan for this to happen, rather than assume that it will; reaching out to greet them using the relationships we build to cushion the discomfort of returning.

Lever 2: Community – We recognise that the curriculum will have been based in the community for a long period of time. We will listen to what has happened in this time, understand the needs of our children and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consult and co-construct with our pupils to help heal this sense of loss.

Lever 4: Metacognition – In different homes, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students and to rebuild their confidence as learners.

Lever 5: Space – We aim to find and provide the space for children to be children, to rediscover themselves, to find their voice and rediscover themselves once again.

Now is the time for all at Woods Foundation School to ensure that we restore mental health in our pupils, so that their aspirations can be a vision that becomes, one day, a reality.