

The discussion from all 3 meetings have been combined below:

It was said that Brookhurst staff are doing a great job, doing things that they do not have to do e.g. being there for classes over the Easter holidays. They have all done more than anyone could expect and have been brilliant.

School re-openings

Headteachers have not been given any extra inside information on school returns. We know nothing more than is said at the daily briefings.

Our anticipations from piecing together news items and developments in other countries, are that there may be a phased return after half term, possibly with the older children first, and probably with smaller groups to aid social distancing. Younger children may then follow later on, either later in the term or in September.

We are already discussing as a staff how this might happen and what this might look like **BUT** to reiterate, we do not know what the government will say the next steps are.

There is a lot of worry and concern with parents over

- What will a return look like?
- How will you ensure social distancing?
- How will the children feel about going to a school that will be potentially very different to the one they left? Having to stay apart from their friends, seeing their teachers in masks etc..
- There is a big challenge around parents being expected to be back at work but children potentially only being at school part time. How will we manage this?

Some children may suffer from separation anxiety on their return, as they have become used to being at home for a long time.

Equally, some younger children may see this as 'the norm' and aren't afraid or worried by it.

We will be sending a google form out next week to gather your thoughts. We will also be asking children during our StarLeaf sessions next week, what their thoughts are on a return to school. We will spend time addressing their worries and will try to plan ways to alleviate them.

How do we see things looking once we do return?

Our first priority would be the mental health and wellbeing of children. We will need time to reintegrate into the surroundings, re-establish relationships and ensure children are happy and safe in the new environment before we begin to drip feed in the academic side of education.

At some point we will use our PiXL assessment system to find where children are at, what the gaps are and plan for how we will plug those gaps.

Year 6	<p>Some concerns over children in Year 6 and whether they will be able to wrap up their primary education</p> <p>Secondary schools have already been in touch with our Year 6 teachers who have passed on all of the necessary information required, academic and pastorally. The Year 6 children completed the last round of PIXL papers just before we finished, which were the National SATs papers from 2019. This therefore gives us a good assessment base to be passed on.</p>
Anxiety over the work set	<p>There is some anxiety over the expectation of what work is needed to be done in order to keep up academically during the closure. Comparisons over StarLeaf can lead to anxiety in children who feel they should have done more. Would it be beneficial to make it clear what 'should' be done and what 'could be done'?</p> <p>We still firmly send the message to parents and children that we have no expectations. Please complete the amount suitable for you as a family. The ideas are there to help you, should you wish to complete them. The children's mental wellbeing is absolutely our top priority.</p> <p>It was noted that the Year 5 work set has been pitched just right and the team were thanked for this.</p>
When to send the work?	<p>Some preference has been set for work being sent weekly rather than daily. It is easier to manage.</p> <p>We will discuss this a staff next week.</p>
Teachers moving up with their classes	<p>Are there any thoughts on teachers moving up a class with their current classes to help make up for lost time and to ease transition?</p> <p>This has been considered and will form part of our planning for September. However, we must take into account members of staff that may be leaving, newly appointed members of staff and where their strengths lie and the time of return. If children return after half term, this won't be as necessary as if they don't return until September.</p>
StarLeaf	<p>Some children are finding StarLeaf sessions an anxious time, where they don't wish to speak in large group situations.</p> <p>They allow for staff to help keep in touch with the children. If there are children consistently absent from the sessions, if anything said is of a concern or if children seem quiet and distressed, we can use this information to get in touch with families in a different way, to check that everyone is ok. These sessions are highly based around the mental wellbeing and welfare of our children.</p> <p>Building on from this, smaller group sessions have been organised for those children that have found larger sessions tricky and these have been delivered by both teachers and TA's. There are many of these taking place daily.</p> <p>We wouldn't want to reduce the amount of time we see children by holding smaller sessions in place of larger ones. There are some children that also find small group situations more difficult than large ones. We are trying to balance both needs.</p>

If schools remain closed longer term, can we develop StarLeaf sessions to allow for teaching? As time goes on, the sessions may not have the appeal they initially did.

Once we know the next steps for schools, we will look at this.

There are online sessions available by BBC bitesize and Oak Academy. The teachers will set these should they feel they are relevant to the work the children are doing.

Staff have started including music sessions by Mrs Honey and games such as bingo, quizzes, scavenger hunts etc.. Our aim is to make the sessions fun and give the children an opportunity to speak, should they wish too, and see all of their friends and teachers faces.