

Saint Mary's Catholic Primary School



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RE: Whole School Update

15th May 2020

Dear Parents

During May Catholics traditionally turn to Our Mother Mary. Pope Francis has written this prayer for us all to say:

Pope Francis' Prayer to Our Lady for Protection

O Mary, you shine continuously on our journey as a sign of salvation and hope. We entrust ourselves to you, Health of the Sick.

At the foot of the Cross you participated in Jesus' pain with steadfast faith. You know what we need. We are certain that you will provide, so that, as you did at Cana of Galilee, joy and feasting might return after this moment of trial.

Help us, Mother of Divine Love, to conform ourselves to the Father's will and to do what Jesus tells us: He who took our sufferings upon Himself and bore our sorrows to bring us, through the Cross, to the joy of the Resurrection.

Amen

Pray for us Holy Mother of God: that we may be made worthy of the promises of Christ!

As you know schools have been asked to plan to extend opening to some year groups from 1st June subject to the scientific evidence and the Government's 5 tests being met at that time.

We are at the very early stages of planning and I am working my way through the Government's framework (see the end of this update). We know that we will not be able to guarantee social distancing or that children will stay 2 metres apart from each other. Much needs to be put in place before I know whether we will be able to open safely. Parents of children in nursery, reception, Y1 and Y6 have received a letter today asking them to give their views using an online form. Please don't take part in this survey unless your child is in Squirrels, Dolphins, Llamas, Y1 or Y6.

We will endeavour to keep some form of home learning provision for all year groups in place.

A big thank you to Mrs Millett who has prepared some 'Music at home' activities for the children to try. We hope you all enjoy them!

Best wishes! Stay safe!

F Marsh Head Teacher

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Music at Home in May



Dear children and parents,

I've heard from your teachers that some of you have been playing musical instruments at home, which is fantastic! Playing or listening to music often helps us to concentrate and feel better about ourselves – it's good for our mental health. This is a great time to get into a routine of a little bit of practice every day, so if you need some extra inspiration, watch the Kanneh-Mason family on CBBC Newsround: <https://www.bbc.co.uk/newsround/38711872>



Charanga, the music website we use in school, has lots of fun musical activities for you to do at home, whether that's learning new songs, composing your own music or playing rhythm games. You can also use Charanga to help you learn or practise a musical instrument: <https://charanga.com/site/>

Years 3 and 4 (and choir children) have a login for Charanga already. If you are in another year group and don't have your own username and password yet, please let the office know.

There are plenty of other musical activities you can do at home too – listening to famous pieces of classical music with **BBC Ten Pieces**, or joining the *World's Largest Children's Choir At Home Singing Challenge* with **Young Voices**. Below are some details:



This week, **Ten Pieces** explores English composer Edward Elgar's *Enigma Variations* by asking you to draw a portrait of someone you miss and write about a piece of music that reminds you of that person - a 'musical memory'. You can also try the activities from previous weeks and create body percussion or write a poem.

<https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>



Young Voices is a children's concert series that St Mary's has been part of recently. They are encouraging children to get involved with singing *The Power in Me* in a simultaneous online performance from wherever you are, on 2nd June. To find out more or take part: <https://www.youngvoices.co.uk/powerinme>



Only got a minute? **Sound And Music's Minute of Listening** is currently offering free subscriptions. Listen to a huge range of music and sound effects, each lasting just one minute. It's useful for focusing and a great talking point!

<https://www.minuteoflistening.org>

And finally, if you just want a Gospel singalong, *Joyful, Joyful* from the **London Community Gospel Choir** is sure to give you a spiritual uplift – we've even sung it in hymn practice! Pat yourself on the back if you can remember the famous piece of classical music it's based on. <https://www.youtube.com/watch?v=UnBZ4DNkjSg>

Keep safe and keep singing!

Mrs Millett

Opening schools for more children and young people: initial planning framework for schools in England

| Theme | Key action list |
|----------------------|---|
| Children and parents | Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans. |
| | In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return. |
| | Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection). |
| | Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school. |
| | Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend). |
| | Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. |
| | Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary. |
| | Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. |
| | Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals. |
| | Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms. |

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| Theme | Key action list |
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| Staff (teachers, support staff and non-teaching staff) | Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary. |
| | Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers). |
| | Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education). |
| | Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times). |
| | Agree staff workload expectations (including for leaders). |
| | Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). |
| Protective measures and hygiene | Put in place measures to check on staff wellbeing (including for leaders). |
| | Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments. |
| | Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school. |
| | Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. |
| | Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment). |
| | Plan the school level response should someone fall ill on site (in line with relevant government guidance). |
| Pupil wellbeing | Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. |
| Pupil wellbeing | Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider |

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| Learning | support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. |
| Learning | Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. |
| Learning | Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans. |
| Learning | Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school. |
| Learning | Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups. |
| Other considerations | Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be. |
| Other considerations | Agree approach to any scheduled or ongoing building works. |
| Other considerations | Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. |
| Other considerations | Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. |

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