



# Poynton High School and Performing Arts College

Head Teacher: Mr D. Waugh

Dear Parents and Carers

Welcome to the new academic year. It is genuinely extremely exciting to be welcoming our students back to school in a phased approach over the next 7 days. I hope this letter finds you and your families safe, well and healthy. This letter is another rather extensive letter and I hope that you find it useful in allowing you to be aware of a lot of the things that we have been doing in school in preparation to welcome your children back. Please keep an eye on our website and twitter feeds (@PHS\_headteacher) for further updates. Alongside this letter is another letter with details of some significant changes happening over the next few months here at Poynton High. I hope you will be able to find the time to absorb all of the information within both letters and communicate this to your son or daughter as part of our preparations to welcoming them back.

## Teaching and Learning; Curriculum Focus

In order to support the induction and re-introduction of our students back to Poynton High School we will focus on a 'Recovery Curriculum' made up of the following aspects:

- Re-socialisation and re-engagement focus
- Reading and literacy recovery (i.e. the fundamental building blocks of all knowledge acquisition)
- Transition focus (Yr7 & Yr12)
- Content catch-up
- Summative and formative assessments to support staff planning to "recover" the "lost" curriculum.

Please note, there is a difference between the "recovery curriculum" and "recovering the curriculum" and we are working on the basis of both aspects being of equal importance. The "recovery curriculum" is a term used to describe the activities and actions we employ to support getting our students back having had six months away from in-school provision. Supporting our students if they have faced isolation, poverty, attachment issues, lack of school structures, mental anguish, worry, stress, etc. The impact mentally, physically, emotionally, spiritually, etc. could be considerable. Their resilience, self-worth, motivation, drive, ambition, may have had a metamorphic shift. Activities in lessons, within form and across the whole curriculum provision will ensure a keen focus on this "recovery". Our focus on "recovering the curriculum" will focus on ensuring we teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Ultimately, we will ensure that we return to the school's normal curriculum in all subjects by summer term 2021.

Each year group in school will face their own unique academic priorities and cultural priorities as they return. The table below summarises the key areas of focus for each year group:

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Year Group	Key Academic Priorities	Key Societal/Cultural Priorities
7	<ol style="list-style-type: none"> <li>1. Assessment of cognitive learning ability through CATS or</li> <li>2. Assessment of learning gaps in English and Maths with recovery strategies established.</li> <li>3. Increased opportunities for non-academic subject engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Team building and school engagement strategies.</li> <li>2. Development of 'team identity' leading to full re-engagement in our systems.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through low stakes assessments with recovery strategies established.</li> <li>2. Learning to learn strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Team building and school engagement strategies.</li> <li>2. Development of 'team identity' leading to full re-engagement in our systems.</li> <li>3. Physical and mental health focus.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through low stakes assessments with recovery strategies established.</li> <li>2. GCSE/BTEC options overtly referenced and supported through 'exhibition' opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Citizenship and cultural focus.</li> <li>2. Work ethic and engaging 'pride in their work'. Key development of celebratory culture.</li> <li>3. Physical and mental health focus.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through low stakes assessments with recovery strategies established.</li> <li>2. 'Ease' of transition into GCSEs. Need to ensure that there is a key recovery curriculum to get them 'up to speed' on the GCSE 'treadmill'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' GCSE/BTEC programme.</li> <li>2. Time management and personal organisational techniques.</li> </ol>
11	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through low stakes assessments initially leading to higher more formal assessments within term 1 with recovery strategies established.</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem, self-worth and personal confidence strategies.</li> <li>2. Time management and personal organisational strategies overtly focused on.</li> </ol>
12	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through low stakes assessments.</li> <li>2. Identification of 'topic gaps' through lack of curriculum covering at the end of Year 11.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of revision and exam preparation techniques.</li> <li>2. Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' A-Level/BTEC programme.</li> </ol>
13	<ol style="list-style-type: none"> <li>1. Assessment of learning gap through medium-high stakes assessments (i.e. formal assessments early in term) with recovery strategies established.</li> </ol>	<ol style="list-style-type: none"> <li>1. Significant mentoring programme established to support both careers advice but also academic support and advice.</li> <li>2. Time management and personal organisational strategies overtly focussed on.</li> </ol>

## Students' Return to School

In order to support the safe return of both our students and staff we are phasing the bringing back of each year group. The table below gives information about which year groups are in school on which days over the next seven days:

	<u>Focus</u>	<u>Year groups in school</u>
<b>Monday 31<sup>st</sup> August</b>	Bank Holiday	
<b>Tuesday 1<sup>st</sup> September</b>	Staff INSET: <ul style="list-style-type: none"> <li>- Teaching and learning</li> <li>- Recovery Curriculum</li> <li>- Use of the Metacognition Toolkit to support students</li> </ul>	None
<b>Wednesday 2<sup>nd</sup> September</b>	Staff INSET: <ul style="list-style-type: none"> <li>- Teaching and learning</li> <li>- Recovery Curriculum</li> <li>- Safeguarding</li> </ul>	None
<b>Thursday 3<sup>rd</sup> September</b>	Transition Focus	Year 7 Year 12
<b>Friday 4<sup>th</sup> September</b>	Transition Focus  Re-socialisation and re-engagement focus	Year 7 Year 10 Year 11 Year 12 Year 13
<b>Monday 7<sup>th</sup> September</b>	Re-socialisation and re-engagement focus (Year 7 focussed on 'bridging the gap' activities)	Year 7 Year 8 Year 9 (Note: Years 10, 11, 12 & 13 are to undertake remote, at-home learning)
<b>Tuesday 8<sup>th</sup> September</b>	Re-socialisations and re-engagement focus (in form groups)	All year groups are in school
<b>Wednesday 9<sup>th</sup> September</b>	Recovery curriculum and assessment focus (in subject groups)	All year groups are in school

In order to support our recovery strategies we will be undertaking a range of low-stakes assessments in all subjects over the next three weeks. Year 13 will have more formal assessments as 'mocks' in week beginning 21<sup>st</sup> September. Once we have been able to capture the assessment of the position of students' learning we will be having two INSET days on Thursday 1<sup>st</sup> October and Friday 2<sup>nd</sup> October 2020 to support our planning. This will therefore mean there are two remote learning days for all year groups and the two in-school staff INSETs will focus on bringing together all low stakes and high stakes assessments to establish updated action planning to 'recover' our students' learning.

## Face Masks within Poynton High School

You will not be naïve to the recent media stories about face masks in schools. Please find below the details of how we seek to address this in school. These rules will be reassessed every two weeks with updates communicated accordingly. I will reassess this position with our Governing Body on Monday 14<sup>th</sup> September and communicate the outcomes of that.

## Face Masks Government Update:

- The following advice has been received from government for each individual school to consider and to make a local decision in regard to the possible wearing of face masks, “...the World Health Organisation now advise that children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area. As a result, the government has revised the guidance on face coverings for staff and children in Year 7 or above in England.

*From 1 September new advice will apply to the use of face coverings by staff and pupils in school years 7 or above and learners in further education in England; in areas of local intervention, face coverings should be worn by adults and pupils in secondary schools and colleges when moving around, such as in corridors and communal areas where social distancing is difficult to maintain.*

## Face Masks Poynton High School Update:

Poynton High School is not situated in a ‘local lock down area’ however is on the border of an area which has recently been subject to additional restrictions. Alongside this, over 25% of our student population are resident within the Greater Manchester area and therefore have been directly subject to the recent local restrictions.

Within this context and putting this alongside the fact that we are all returning to a much more integrated community than previously experienced over the last 6 months, we have decided that in order to further support our extensive measures to keep our students and staff safe, the following rules will apply to both students and staff. These rules will be reassessed on a fortnightly basis and updates communicated accordingly.

- **Face masks will be compulsory in all internal communal spaces**, e.g. corridors, restaurant, toilets, etc. This will apply even if a student or a member of staff is transferring between one room and the room next door.
- **Face masks will be compulsory when queuing at food service points** (both inside and outside of the school buildings).
- **Face masks are compulsory on all school transport**, whether or not that is a school bus or public service bus.
- **Face coverings must be plain in design**. Patterned face masks are permitted however masks with logos/branding/words or inappropriate designs will not be allowed. This is entirely and exclusively at the discretion of the head teacher and if a mask is deemed inappropriate then removal will be compulsory and a plain medical grade mask will be provided.

## Further guidance:

- Face masks (and face shields for staff) will be optional within classrooms.
- Face masks will be optional in external social spaces apart from when queuing for food service points.
- If a face covering is deemed to be inappropriate we will supply the student/member of staff with an alternative face covering. If the student refuses to change their face covering, or does not wear their covering, this will be judged as a breach in our behaviour code and will be treated as such with an appropriate correction.
- Staff will be allowed to wear appropriate PPE as they see fit for their role, including face mask, gloves, face shields, etc.
- If there are any medical reasons which prevent you from adhering to these rules please liaise directly with Miss Holyland and Mrs Warburton via e-mail at [info@phs.cheshire.sch.uk](mailto:info@phs.cheshire.sch.uk)



## Health and Safety Measures

I would strongly encourage you to visit our website to view our full “September Return Planning Document” available to read from this link

(<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1713&type=pdf>).

This document gives you the full details of our planning and risk assessment. We have extensive measures in place to ensure that your children will be safe upon their return to us here at Poynton High. In addition to the full planning document, you may find the following useful documents as well:

- What to do if your child has Covid symptoms at home poster (<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1714&type=pdf>)
- Parent Handbook for September 2020 return (<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1706&type=pdf>)
- Student Handbook for September 2020 return (<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1699&type=pdf>)

I would strongly encourage you to ensure that your child has read the Student Handbook as this details where they are allowed to come on to site, the locations by which they can enter the buildings, the arrangements for break and lunch times, etc. I really do appreciate that this is a lot of information to take in but I would very much appreciate it if you could take the time to read these documents (especially the summary ones) so as to support our extensive preparations for their safe return.

Alongside this, I wanted to take an opportunity to strongly re-iterate the two major, proven, safety control measures. Simply put, wash your hands and ‘catch it, kill it, bin it’. We have a significant amount of hand sanitiser, hand washing stations, tissue supply and appropriate tissue disposal. These two measures, alongside the careful management of emerging symptoms and working within the ‘Test and Trace’ system will be the key measures for a safe and successful return.

## Getting to and from school

We have undertaken a lot of work to ensure the safety of journeys of our students to and from school. It is compulsory that all students on school or public buses wear a face mask. In addition we are putting in place designated seating, additional hand sanitising, additional staff supervision and working very closely with the Local Authority to reduce any reliance on public transport. We are very strongly recommending that all students who live within a 2 mile radius of school (which is all of Poynton Village) walk or cycle to school. If students are cycling they must wear a helmet and bring an appropriate lock for their bikes. We must protect our whole community and remove the mass gathering of adults that occurs when there is a traditional school drop off and pick up. If you do live further than 2 miles, please consider car sharing with others within your year group bubble and identify a drop off and pick up location which is not next to the school site. Students can then walk to school from that location. PLEASE help us support our whole community in this way. In addition, our primary school colleagues do not have the ability to be able to run such a strategy due to the age of their children. By dropping off at a location off site (no matter what the weather!) it not only helps us, helps our primary colleagues but also our whole community through the significant reduction on possible community virus transfer. Thank you in advance for your support on this initiative.

## The year ahead

The year ahead is going to be like no other academic year we have ever experienced. I have reorganised staff teams so that we are able to swiftly respond to any local lockdown measures that may be imposed in the future. We are further upscaling our remote learning (blended) provision and will be in a position by 1<sup>st</sup> October to be able to seamless switch between in-school learning and remote-learning. I will



communicate updates on this planning over the next few weeks. A lot of the traditional contact points between home and school will need to be in the 'virtual world'. I am not opening reception or accepting any external visitors except in extreme and emergency circumstances. Please do not bring 'forgotten kit' into school, we will support your child accordingly in school if they forget things. It is much more important that we all work together to reduce the possibilities of community transfer. Our school itself is a community of approximately 2000 people and I am putting in all measures to ensure that we can get back to our core business, that of inspiring our young people so that they will achieve and we will continue to celebrate the achievements of all our students at every possible opportunity. It may be that we move Open Evening on-line, parents' evenings on-line and certainly over the next two weeks, our traditional information evenings will be videoed and uploaded to our website and YouTube channel.

Once again, apologies for the length of this letter. I hope that it gives you the information and links to all of the details you require. If you have any questions about the reopening of our school please do not hesitate to e-mail me directly on [dwaugh@phs.cheshire.sch.uk](mailto:dwaugh@phs.cheshire.sch.uk) or follow the links in the Parental Guide on our website to the most appropriate person for your enquiry.

Welcome back everyone. It really is a genuine privilege to serve you as your head teacher and I am inspired to ensure that we get our school community back to more traditional ways while balancing that with ensuring we are robust and sustainable for the future.

Yours faithfully

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Head Teacher

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