

A special message from the Principal

Our school is 'usually' a large shared space with conversations in classrooms and whilst lining up for lunch; for closeness in the corridors and playgrounds and within our vertical tutor groups with the buddying of new pupils. Such closeness is a routine affirmation of our school family. Our staff have a seemingly unending ability to be resilient, realistic, resourceful and hopeful, focusing on the needs of others. Our pupils share some or all of these characteristics. Walkwood teachers have been looking to provide a joyful and creative experience while keeping the pupils safe. The challenges are many, but where there are challenges there are also opportunities. The current national crisis has generated new ways of working which we will, in a time in the future, ponder upon, developing and refining the best of them once the pandemic has receded. Our pastoral teams have been working with dedication and diligence to ensure that the welcome we give to both our new and returning pupils balances safety with stimulating learning and academic challenge, with an abundance of care and caution.

Some of the challenges have been around the physical site, given that our school was predominantly designed in the late 1950s and built at the start of the following decade. We have no sports hall – indeed, I have mentioned to visitors our 'multi-purpose venue', which you will know as the 'main hall'. It is used for PE, lunches, as well as some lessons and assemblies (the latter is not taking place at the moment). Given the need to keep year groups apart, we have had to change lunch arrangements. The biggest sadness is probably that our outstanding pastoral system, based around the vertical tutor groups within the four colleges, has had to be adapted for the time being. Thus, we work as year teams. Yet, our pastoral staff are getting to know the pupils in each year, and our care is as excellent as ever, just not in the form we would prefer.

You may not be aware that the year teams are made up of staff who do not teach other cohorts. This reduces the risk of transmission should a positive case of Covid-19 arise. It severely reduces the flexibility of staff that we can apply to the timetable. As a result, we cannot offer the 'ideal' that we pride ourselves upon. In fact, the Department for Education has stated "Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021". Therefore, not all year groups have all the subjects that they would 'normally' access, but there is still a range, with additional time being allocated to English and Mathematics in the main.

Until we can return to a timetable that is our 'usual' one, there are some limitations. Music is taught only to Year 5; Art is being accessed by Year 7; resistant materials and food technology are with Year 8 and 6 respectively. We are very aware that within these subjects, as well as others, there are tensions between the value of different lessons and the health and safety of our pupils, our staff and the wider community. The physical spaces, including when and how these are used, are connected to staffing and the limitations that I have mentioned. Lessons remain at 55 minutes each, five a day, so learning time is not diminished.

Rest assured, we have given every consideration to the guidance that has been issued to schools, but we have made decisions that are the most appropriate for our school. I acknowledge that some parents and carers may disagree (every message to that effect has received a response), but an abundance of care and caution has been applied to our full reopening. Changing one aspect impacts upon several others; no sole factor sits alone. We have managed a number of novel, complex, administrative and pastoral tasks, devising the best way forward as these are inter-linked. In summary, we have made careful judgements to achieve the maximum reduction in coronavirus risk while causing the minimum impact upon the breadth of the curriculum. Accepting that there are diverse views around schools reopening, both locally and nationally, I am looking for parents and carers to be, at least, forbearing, and at best granting Walkwood their full support, upholding our belief in an abundance of care and caution to protect our pupils, staff and yourselves.

Don't be jealous or proud, but be humble and consider others more important than yourselves. Care about them as much as you care about yourselves.

Philippians 2: 3-4



For the week ahead

The Fruit of Faith is:	Forgiveness	Love forgets mistakes; nagging about them parts the best of friends. Proverbs 17:9
The assembly theme:	Reconciliation	All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting people's sins against them. And he has committed to us the message of reconciliation. 2 Corinthians 5:18-20

We ask for your thoughts and prayers in the week ahead for:

The weekend	those we know who are unwell	Monday	thankfulness for the recent peace agreements in the Middle East
Tuesday	the team of teachers in Year 6	Wednesday	A healing of political divisions within the USA
Thursday	parents and carers looking at schools for next year	Friday	the staff in England's Track & Trace teams

Picture of the Week



© SONYA GALLOWAY

Found at Vindolanda Roman fort in Northumberland, the Christian chalice fragments are the only ones ever found from the 6th Century in Britain. The chalice was made of lead, which is very soft.



A prayer for
Loving your enemies

Almighty Father, I thank You earnestly for Your great love and the blessings of family and friends. I pray that we remain a happy, peaceful and united family, in deep love and understanding for one another.

Amen

This week's theme was:
Loving your enemies

Jesus said "You have heard people say, 'Love your neighbours and hate your enemies.' But I tell you to love your enemies and pray for anyone who mistreats you. Then you will be acting like your Father in heaven. He makes the sun rise on both good and bad people."

Matthew 5:43-45

Whole School Attendance last week: 91.52%

Whole School Target: 95.6%

Word
of the
Week

This week's Word of the Week:

mischievous

What word class is this word? Could it belong to more than one word class?

How many syllables does it have?

Write the dictionary definition(s) of this word, using your own words.

Are there any synonyms for the word?

Are there any antonyms for the word?

Write four sentences, each containing the word.

Challenge: vary the type of sentence each time: write one as a statement; one as a question; one as a command and one as an exclamation sentence.

For example, if the *Word of the Week* were joyous:

Statement: Xavier is feeling joyous this morning.

Question: Does that music sound joyous to you?

Command: Make yourself look a little more joyous.

Exclamation: What a joyous evening!

Show your tutor your notes on Word of the Week and receive a merit for answering the questions above!



Coronavirus (COVID-19):

What has changed – 22 September:

[The latest government information is available here.](#)



Please be aware that the wearing of masks on the school site when not in classrooms is deemed compulsory.

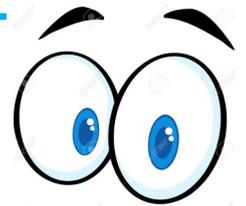
Pupils must have a mask with them and use it when coming past the school gates.

We have supplied a sealable plastic bag to each pupil so they can keep their mask safe when not wearing it.

We accept that not everyone may agree with this, but the school has the right to make this decision. Your forbearance is appreciated.

However, **if an exemption applies** to your child, [please let us know](#). These circumstances affect those who have an age, health or disability reason for not wearing a face covering . **We do not wish to know the reason**, just that it applies to your child (or you, if you are coming on to site).

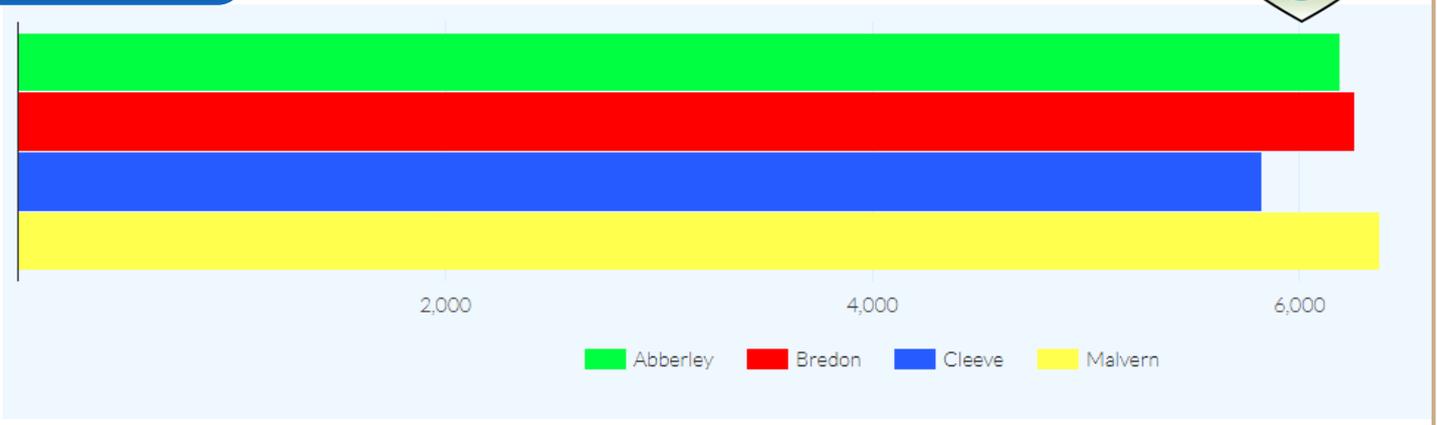
To help make us aware of your situation in case we need to enact home learning, it would be much appreciated if you can answer [these three short questions](#).



Thank to the nearly 500 who have responded! It'll help us help you.

epraise

to 24th September 2020



14 WAYS TO BE KIND ONLINE

Showing kindness online can mean so much to someone else. It is a choice we can all make that helps others, puts people's needs before our own and which can generate feelings of empathy and compassion. Small gestures can have a large impact and often one act of kindness can lead to more, making the world a happier and more positive place. That's why we've created this guide to suggest a few simple 'acts of kindness online' that can benefit people's mental health, support their wellbeing and encourage a more positive approach to engaging online.



1. BE POSITIVE

Post about things that make you happy and that you're thankful for. It could brighten up someone else's day.



Sometimes a friend or family member might post a question online or ask for help with something they can't do themselves. If you know the answer or are able to offer help, provide support and send a response. Something that may be easy for you might be difficult for someone else.



If somebody you know has done something good or shown kindness themselves, thank them for it. It costs nothing and showing them that you appreciate it means so much.

4. SHARE FUNNY VIDEOS OR IMAGES WITH FRIENDS & FAMILY

We often come across funny videos or images online that make us laugh and then we move on. If you found it funny, your friends and family might too. It could help someone smile who may be having a bad day.



5. LIKE, LOVE & CELEBRATE

If somebody posts something that you like on social media, like it, love it or celebrate it! It's a small gesture but could mean a lot.

6. VIDEO CALL YOUR FRIENDS & FAMILY

It can be easy to be consumed by daily routine. Using apps like Zoom, FaceTime or WhatsApp are great for connecting with others far away and shows you're thinking of them even though you can't physically meet them in person.



7. TELL SOMEONE YOU'RE THINKING OF THEM

We can't always tell how people are feeling online and just dropping somebody a message to ask if they're ok or that you're thinking of them could literally make their day.

8. SHARE POSITIVE POSTS

If you see something online that inspires you, share it with people you know. An inspirational quote, a beautiful photo or a motivational video can lift spirits, improve self-esteem and help make people feel better about themselves.

9. HOST AN ONLINE QUIZ

Video conferencing apps are a great way to get friends and family together. If you know someone who is feeling lonely, host an online quiz and invite them to join in. It could really cheer them up.

10. THINK BEFORE YOU COMMENT

Sometimes thinking before you act can be just as significant as acting in the first place. Showing thought before you comment could stop you posting something hurtful, offensive or negative. It's always better to post positively or post nothing at all.

11. BE COMPASSIONATE & UNDERSTANDING

Being empathetic towards others and their situation is often an act of kindness and selflessness that gets overlooked. If you notice someone who is upset, drop them a message and offer to listen.

12. CONNECT FRIENDS & FAMILY WITH SIMILAR INTERESTS

You may know two people amongst your friends and family who you trust and know well who have similar interests and likes. Introducing them can be a great way for them to make new friends but remember to always ask their permission first.



13. RECOMMEND SOMETHING YOU ENJOY DOING TO OTHERS

If you enjoy doing something online, such as playing a game, or if you've found a great learning resource, share it with others. Even if you've watched a good film, letting others know can be an act of generosity that brings them excitement or pleasure at a time when they might need it the most.



14. PRAISE OTHERS FOR THEIR ACHIEVEMENTS

Sometimes your friends or family might post something online that they're proud to have done. It might be an exam they've passed, learning a new skill or just completing a task. Either way, it's always kind to recognise hard work and effort through praise and celebration.



Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



Keeping children safe

The following information concerns how we continue to ensure that pupils are cared for within our school:

Early help: <https://www.walkwoodms.worcs.sch.uk/Content/files/19c6-Early%20Help%20Offer.pdf>

E-safety: <https://www.walkwoodms.worcs.sch.uk/E-Safety>

Anti-bullying: <https://www.walkwoodms.worcs.sch.uk/Content/files/f2c9-Anti-bullying%20Policy.pdf>

Attendance: <https://www.walkwoodms.worcs.sch.uk/Content/files/53d7-Attendance%202018.pdf>

Prevent: <https://www.walkwoodms.worcs.sch.uk/Content/files/25a5-Prevent%20Policy%202019.pdf>

Safeguarding: <https://www.walkwoodms.worcs.sch.uk/Safeguarding-and-Child-Protection>

<https://www.walkwoodms.worcs.sch.uk/Content/files/a297-Safeguarding%20Policy%202019.pdf>

Relationships and Sex Education: <https://www.walkwoodms.worcs.sch.uk/Content/files/9ca0-Relationships%20and%20Sex%20Education%20Policy%202019.pdf>



[Check if you or your child has coronavirus symptoms](#)

[Track and trace](#)

The main symptoms of coronavirus are:

- a **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.



Public Health
England

[Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

[Guidance for households with grandparents, parents and children living together where someone is at increased risk or has possible or confirmed coronavirus \(COVID-19\) infection](#)



Would you have kept your child off school before COVID?

Yes

No

Keep your child off school

Do they have:

- A new continuous cough
- A fever (high temperature over 38°C using a thermometer)
- A complete loss or change of smell or taste?

Yes

No

Keep your child off school and at home (and siblings)

Speak to 119 or go to the www.gov.uk/coronavirus website and arrange for a self-test to be done

Your child and your household must self-isolate until you have the result of this test

Does your child have an underlying chronic medical condition such as:

- Cystic fibrosis
- Immunodeficiency/immunosuppression
- Recipient of solid organ transplant
- Taking long-term steroids taken in tablet form (not including inhaler)
- Any heart problems requiring input from paediatric cardiologist
- Any blood disorders such as sickle cell disease or thalassaemia
- Neurological issues such as myotonic dystrophy, mitochondrial disorders leading to difficulties swallowing

Full list of vulnerable conditions available at: <https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-are-clinically-extremely-vulnerable>

Yes

No

Seek advice from your child's specialist health team

Kids who are otherwise well with:

- Runny noses
- Sore throats without a fever
- Mild colds

Can go to school AS NORMAL

COVID-19 (coronavirus) absence: A quick guide for parents / carers



What to do if...	Action needed	Back to school...
 <p>...my child has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when child's test comes back negative, if they are NOT a known contact of a confirmed case, they feel well and they have not had a fever for 48 hours</p>
 <p>...my child tests positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) • Inform school immediately about test results • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...when child feels better, and has been without a fever for at least 48 hours</p> <p>They can return to school after 10 days even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.</p>
 <p>...somebody in my household has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Household member with symptoms should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when household member test is negative, and child does not have COVID-19 symptoms*</p>
 <p>...somebody in my household has tested positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...when child has completed 14 days of self-isolation, even if they test negative during the 14 days</p>

* Symptoms include at least one of a high temperature; a new continuous cough; a loss of or change to your sense of smell or taste. See more at:

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

What to do if...	Action needed	Back to school...
 <p>...NHS Test and Trace has identified my child as a 'close contact' of somebody with symptoms* or confirmed COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for 14 days (as advised by NHS Test and Trace) – even if they test negative during those 14 days • Rest of household does not need to self-isolate, unless they are a 'close contact' too or develop symptoms themselves 	<p>...when the child has completed 14 days of self-isolation, even if they test negative during those 14 days</p>
 <p>...we / my child has travelled and has to self-isolate as part of a period of quarantine</p>	<ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p>Returning from a destination where quarantine is needed:</p> <ul style="list-style-type: none"> • Child shouldn't attend school • The child and fellow travellers self-isolates for 14 days – even if they test negative during those 14 days 	<p>...when the quarantine period of 14 days has been completed for the child, even if they test negative during those 14 days</p>
 <p>...we have received advice from a medical / official source that my child must resume shielding</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Contact school as advised by attendance officer / pastoral team • Child should shield until you are informed that restrictions are lifted and shielding is paused again 	<p>...when school / other agencies inform you that restrictions have been lifted and your child can return to school again</p>
 <p>....I am not sure who should get a test for COVID -19 (coronavirus)</p>	<ul style="list-style-type: none"> • Only people with symptoms* need to get a test • People without symptoms are not advised to get a test, even if they are a 'close contact' of someone who tests positive 	<p>...when conditions above, as matching your situation, are met</p>

For further information:

www.worcestershire.gov.uk/coronavirus

www.gov.uk/backtoschool



Looking ahead



Date		Event
2 0 2 0	Friday 23 October	Staff Development Day
	Monday 26 to Friday 30 October	Half term
	Friday 18 December	End of Term
2 0 2 1	Monday 4 January	Staff Development Day
	Tuesday 5 January	First day of the Spring Term
	Monday 15 to Friday 19 February	Half Term
	Thursday 1 April	End of Term
	Monday 19 April	Staff Development Day
	Tuesday 20 April	First day of the Summer Term
	Monday 31 May to Friday 4 June	Half Term
	Wednesday 21 July	End of Term



Top Readers for 3rd September 2020 — 24th September 2020

Congratulations to:

Top Girl

Evie Morgan (5E1 Malvern) - who has read 375,268 words

Top Boy

Wilfred Johnson (8E3 Bredon) - who has read 651,854 words



Well done - 3 merits will be awarded to you both.

Fantastic reading, and a great start to a new term.

Keep reading Walkwood, next week it could be YOU

The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**
~ Dr. Seuss