



Covid-19 Update

The school's updated risk assessment (updated 01.04.2021) can be found on our website.

Covid Symptoms

Due to the new variants of Covid 19 we are advised by NHS to be extra cautious of symptoms presenting in school.

- **New/continuous cough**
- **Loss or change of taste or smell**
- **Temperature over 37.5C**
- **Sore head**
- **Upset tummy**

If your child is complaining of feeling unwell, we would ask that you keep them at home for the day to ascertain how serious the complaint is, rather than send them to school.

When we send children home we then need to evacuate the class and deep clean equipment and furniture they have been in contact with, adding to the workload of staff in school. So we appreciate your support with making the decision ahead of the school day.

There are exceptions that can be discussed with staff for example if you suspect your child is feeling anxious and a more nurturing approach is required. The more information we have, the more we can support you at this time.

We greatly appreciate your continued patience and understanding of our mitigations at this time.

Message from the Head

As we approach the mid-term, school is a very busy environment and we aim to make every hour count between now and 25th June, a mere 6 weeks away.

You will have received the class bulletin from both class teachers, which details the learning targets for this term and gives you awareness of equipment required on a daily basis.

Transition

Our Primary 7 pupils have begun to engage in a variety of transition activities set up in the Google Class platform by Mackie staff and we are hoping to be able to organise some special end of term activities as the restrictions continue to ease. We will begin to communicate our thoughts via Forms to gather parental input.

The parent transition site can be accessed [here](#) for any queries about starting in August.

We welcome two pupils into P1 in August. Transition for these families has been held back as we waited to hear if we could welcome children into school, but the local decision is not to do that currently.

It would make sense that parents might wonder if transition activities may be switched from online activity to face to face as restrictions ease. Unfortunately, this is not the case and we have been advised to ensure all arrangements remain virtual for the time being. Further follow up to Covid restrictions, and what this will look like as we near the end of term to follow later in this bulletin.

ADMIN REQUESTS

- School phone number **01561 400690**
- If you know your child is going to be late please call, prior to 9am to let us know.
- When calling to inform us of an absence please let us know the reason for absence.
- If you would like another adult to collect your child, please inform us in advance of the end of school day.



School Aims

Before lockdown 2.0 we were working on our vision, values and aims. Here is a reminder of our whole school aims:

- * We are confident, independent learners who know how to support others
- * We are resilient learners who work well as individuals or as part of a team
- * We are responsible learners who follow rules and respect others' differences
- * We are focused, creative learners.

Our vision statement was agreed towards the end of term:

All aboard the JS Success!



School Lunches

The school [lunch](#) menu has been updated, considering the revised nutritional guidelines set by the Scottish Government. We are quite impressed by the new soup and sandwich platter on offer every day. The link to school meals can be found in the Marvelous Me app.

Reporting

We have a new style of report coming out at the end of May. The format is brief and concise, giving an accurate picture of progress made in school to date. It is also accompanied by a pupil page, encouraging the children to reflect on the progress they are making too.

We hope to introduce this new format into our calendar, in November and February, moving forward. It will be followed up with Teams parent consultation until restrictions allow us to invite parents in again.

To assist us with this decision and future planning, a short survey link will be sent with the report and we will very much welcome your feedback.

Pupil Leadership

At the end of the financial year we were lucky enough to have some budget left. We tasked the children with deciding how we would spend this, voting on the ideas submitted. Our children love loose parts play and playground games so we know this will be well received when it arrives in the coming weeks.



Figure 1 Voting for playground equipment

Junior Road Safety Officers (JRSO)

Working alongside the community council our children have been looking at road safety. We have recently appointed our JRSOs who are very keen to get started.



Staffing

We currently have two students working with us in school. Mr John Bruce-Kennedy is a PGDE student and will be with us until 28th May.

Mrs Katheryn Russon was our Kodally teacher but she is now training to be a primary teacher. Mrs Russon will be with us from Monday 19th April until 28th May.

Both Mr Bruce Kennedy and Mrs Russon are working with Mrs Kydd in P1-4 so the children are hugely supported this term.

Mrs Mellor, Mr Hewitt and Mrs Collett are back in situ and we are delighted to see them working with the children again.

Pupil Support

Following the retirement of Mrs Martin I was delighted to appoint Miss Melanie Jaffrey to the post of Pupil Support Assistant. Miss Jaffrey was a Play Development Worker with Aberdeen City Council previously, so she brings with her a wealth of experience of setting up quality play experiences for children.

Miss Jaffrey will be a great source of knowledge as we plan to make further improvements to our playground this session, with the use of Pupil Equity Funding and other grants. Staff are also excited to work with Miss Jaffrey to bring more high-quality play into the classroom.

We welcome Miss Jaffrey to Johnshaven School.

Updated Guidance for Reducing the Risks in Schools

The Scottish Government's Strategic Framework, last updated on 23 March, states that:

"In essence, the levels work by limiting members of different households from interacting in different settings and activities, where those settings and activities pose different risk factors for transmission of the virus. Decisions must be made about which activities and settings to restrict in order to achieve the required suppression of the virus. When different restrictions would have similar effects on transmission, difficult decisions must be made about which restrictions to apply. To help to make those difficult decisions, we consider the impacts on the four harms of the different options as well as impacts on particular groups in society, including those with protected characteristics. This is consistent with the principles and approach set out in our Framework for Decision Making in April 2020

In that context, and to help ensure that schools continue to play their part in suppressing transmission of the virus, the protective measures and mitigations set out in the main guidance will remain in place from 17 May. We will continue to follow clinician advice on when mitigations might be lifted. At this point, it is anticipated that there will be very little change during the rest of this school year.

In considering what changes to school arrangements can be made we have adopted a cautious approach and one which is designed to maintain consistency with other equivalent mitigations across society.

The following snapshots of guidance is shared following our weekly Teams Meet with Director of Education, Laurence Findlay. The guidance will be followed up with a letter from Mr Findlay detailing the expectations of all Schools at this time.

Mr Findlay is keen to remind parents that the current experiences of Moray, where cases are currently spiking, must be considered when planning for the end of term.

From 17 May 2021, schools and local authorities will, according to local circumstances, be in Level 1, 2 or 3. The protective measure and mitigations set out in current guidance will remain in place for all schools at this time.

Different arrangements will apply in relation to PE and the Expressive Arts.

- P7 children turning 12 before June 25th will not be required to wear a mask in school. There will be no further mitigations placed beyond those already being experienced.
- From an adherence and compliance perspective, it is extremely important that schools remind staff, learners and parents of the need to follow all the current guidance, for example physical distancing, face coverings, hand hygiene etc.

Updated Guidance for Reducing the Risks in Schools

- Class sports days are allowed, whole school events are not. As it should not be necessary for any parental supervision, parents as spectators are not allowed.

School Trips

From 10th May onwards School Trips can resume with the following restrictions:

- As per previous guidance, short local excursions which promote outdoor learning (such as a short visit to a local park or beach) can take place as long as these excursions are appropriately risk assessed.
- School day visits (i.e visits which go beyond a local excursion and that do not include an overnight stay) can recommence in the summer term subject to the following conditions: appropriate risk assessment, Covid compliant travel and adherence to the Covid protocols at the destination. It is also worth noting that any trips organised will be within Aberdeenshire as we do not wish to run the risk of a trip to a neighbouring authority which is then pushed back into Level 3, as currently the case in Moray.

Transition

There are no changes to the Transition arrangements already in place for P7 pupils. Transition activities, in person, will take place in August.

PE

There are no changes to our current PE provision. The adjustments to the indoor school environment results in us not having adequate indoor space for PE, at the moment. We will continue to make use of the playground and local community spaces for PE. Children should continue to come dressed for PE on their timetabled days and bring a change of clothing in case of inclement weather.











Johnshaven School Recovery Curriculum







Our Recovery Plan 2.0

The recovery curriculum below focuses on targets of Social and Emotional Wellbeing as well as outlining a pathway back to learning for all. Staff will be using this curriculum model to support children as they reengage (again!!) with the life of the school.



Aims
Our recovery curriculum aims to restore the mental health and rebuild the resilience of our pupils to allow them to become successful learners again by:

 Recognising the experiences had by all
  Restoring trust and relationships with staff
  Re-establishing friendships and social interactions
  Regaining structure and routine
  Rebuilding a sense of community
  Regulating their emotions and managing behaviours
  Re-engaging them in learning
  Supporting transitions

Curriculum
Our recovery curriculum will focus on...

 Health and wellbeing
  Opportunities for outdoor learning
  Short literacy and numeracy sessions
  Sustainability
  Expressive arts
  Focus on skills for learning

Blended Learning

 Classroom learning
  Home learning

This will be the focus of our main curriculum upon our return to school. For most pupils, this approach will meet the aims we have set out, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. .” (Barry Carpenter & Matthew Carpenter 2020)

