



28th January 2025

Dear Parents and Carers

As I'm sure many of you are aware, this academic year we have introduced the Cover Room here at Chew Valley School. The Cover Room was researched and planned throughout the last academic year by the Senior Leadership Team, where we established the principles, approaches and aims; and it is part of my role on SLT to review, adapt and ensure a purposeful use of time during lessons when teaching staff are absent. It remains our primary belief that having Chew Valley staff, who know the students and the school's behaviour expectations and systems, in front of our learners is of the most benefit to the whole school community, and this is something we have endeavoured to make a priority this year. The Cover Room is supervised by a timetable of SLT, Heads of House and experienced members of staff who ensure the highest standards of behaviour and focus are met.

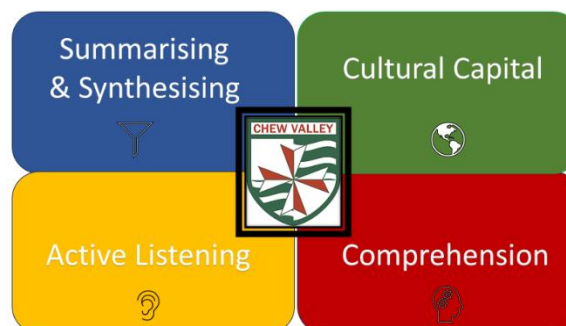
As part of the ongoing review into the provision of cover here at Chew Valley, I thought it pertinent to update you as we move through our third term of this academic year.

Planned cover

When a teacher has a planned absence, for example they are on a course, they are required to set appropriate work with their knowledge and understanding of the class, like a traditional cover lesson. Other than the first part of the lesson focussing on reading and Maths, which we know both settles the class and allows a purposeful start, this is the same model as previous years. This start to the cover lesson is also in line with our whole school priorities of building a culture of reading and independent study. We ask the classroom teacher to set work that focusses on retrieval, revision, and consolidation as we know how important it is for any new content to be introduced by the class teacher. Planned cover may be delivered in the Cover Room or the timetabled classroom.

'Emergency' cover

This refers to cover that is required due to unexpected staff absence such as illness. In this situation, the class will receive 'The Chew Valley Cover Lesson', whether that be in the Cover Room or in the scheduled classroom. It will follow the same schedule of reading and Maths and will focus on a skills-based activity, practicing one of our core key skills – Summarising and Synthesising, Cultural Capital, Active Listening and Comprehension. The work set will be a skills-based activity designed by myself, developing the students' skills in one of the aforementioned key strands. A typical example being that the class are asked to watch, read or listen to a resource for approximately ten minutes and then will complete a written task in response. We are confident that these learning episodes will improve our learners' core skills that will not only benefit them across all areas of the curriculum, but also in later life. After two days of 'emergency cover', we then do ask the Head of Department to plan the cover work, as per the traditional cover model.



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As mentioned, as a Senior Leadership Team, we are constantly reviewing the provision and seeking ways to ensure all time is spent enabling our students to learn, grow and achieve.

Yours sincerely

Mr D Henley
Assistant Headteacher