



12th July 2021

Dear Parents and Carers

Positive Cases of Coronavirus at Chew Valley School - Letter to all Parents and Carers - UPDATE MONDAY 12th JULY

Over the past weekend we have continued to have reported cases of coronavirus with a small number of cases in Years 7 to 9, a higher number of cases in Year 10 and with a couple in our Sixth Form. As this information has arrived we have gone through the process of contact tracing those who are deemed to be a close contact using our seating plans and speaking to the staff involved and then either phoning or messaging home. We currently have over 300 students isolating away from school. As I said in my letter on Friday we are in communication with Public Health England (PHE) and are following their guidance throughout.

Can I continue to remind everyone of the importance of home testing twice a week at the moment and reporting positive cases to school as soon as possible. When reporting this, can you email either enquiries@chewvalleyschool.co.uk or nlane@chewvalleyschool.co.uk. Both of these emails are managed by Mrs Lane who will then pass the information on. It is really useful in that email to let us know exactly when the test was taken so that we are able to work back the 48 hours required for contact tracing.

Again we are putting in place provision for students working away from school. Work is detailed by looking at the school website front page and clicking the Remote Learning and Risk Assessment box <https://www.chewvalleyschool.co.uk/>. In addition students should check on Microsoft Teams as we are also leaving instructions there.

For Year 10, where two thirds of the students are isolating, we will be looking to move them all onto Microsoft Teams lessons in the next day or so. For those in school they will be based with a computer so that they can follow their lessons and contribute accordingly. PE lessons etc will continue for those in school. Can we ask that Year 10 students who are in school bring their own headphones if possible please.

We were in the process of putting together our suggested summer work for the students in Years 7 – 9 which is based on the skills that we have found that they have not had as much opportunity to develop as a result of the pandemic. I have therefore attached these with this letter so that students who are needing to be at home due to isolation can access it should they find they have some time to do so before the end of term or indeed during the holiday. Mr Cocks has put together the following video that introduces this for parents, carers and students <https://vimeo.com/573949105/52a2a8a0be>. For students in Years 10 and 12, individual staff will be setting this on a class by class basis.

What to do if your child develops symptoms of COVID-19

If your child develops symptoms of COVID-19, they should remain at home for at least 10 days from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/ask-for-a-coronavirus-test> or by calling 119. People who do not have symptoms should not request a test unless this has been specifically requested by Public Health England or the local authority. All other household members who remain well must stay at home and not leave the house for 10 days. This includes anyone in your 'Support Bubble'. The 10-day period starts from the day when the first person in the house became ill.

Household members should not go to work, school or public areas and exercise should be taken within the home. If you require help with buying groceries, other shopping or picking up medication,

or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online. Household members staying at home for 10 days will greatly reduce the overall amount of infection the household could pass on to others in the community.

Please see the link to the PHE 'Stay at Home' Guidance:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Symptoms of COVID-19

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature and/or
- a loss of, or change in, normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

If your child does develop symptoms, you can seek advice from the nhs.uk website at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>. If you are concerned about your child's symptoms, or they are worsening you can seek advice from NHS 111 at <https://111.nhs.uk/> or by phoning 111.

How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill.

Do

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

Further Information

Further information is available at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

I am very aware that the increase in cases is going to have an impact on our end of the academic year at Chew Valley School and I will continue to be in communication with you if anything changes. I will also be writing more generally in the next few days to conclude the year and highlight arrangements for on-site testing in September that the government have asked us to carry out should parents and carers give consent.

Yours sincerely



Gareth Beynon
Headteacher

Chew Valley School Home learning– Into Year 8 preparation work

Education this year has been disrupted for all learners. Therefore @CVS we have identified fundamental skills that Year 7 students should focus on in the summer to ensure they are fully prepared to enter into Year 8. These skills will then be taught systematically throughout the year.

- The skills are designed to be completed independently
- The skills are generic and will support learning in lots of subject areas
- The skills are grouped into 5 areas

We recommend the best way for students to prepare:

- Balance work across their summer holiday
- Students should complete work from each of the 5 areas.
- Students should record the number of sessions they complete– This will be discussed in Term 1 with tutors and recognised with house points.

Skill area	Subject focus	Recommend tasks	Number of sessions completed
Communication, extended reading and writing	English MFL	Descriptive Writing: Use an image of a striking location – either taken during the break or one from previous years – as the starting point for at least a side of descriptive writing. Zoom in on details, trying to use similes and metaphors as part of your piece. Consider the five senses too. Those with most striking imagery will be displayed in the library. Key language skills: Please work through MFL transition Booklet. The aim is to consolidate the material from this year and arrive well-prepared for the next year's curriculum. The most complete booklets will be rewarded in September. (Booklets have been sent to you via Teams and INSIGHT)	
Science, Number, DT and ICT skills	Maths Science DT ICT	Calculator skills: it's essential students have and can use the Casio FX-83GTX calculator so they can be successful in lessons and exams. A PowerPoint presentation and set of questions is available on teams and insight for students to complete. This will give them extra confidence using their calculator ahead of the next academic year. Investigative Skills: Make a Science model from what you have studied this year or carry out your own practical investigation, or research a big science question that interests you (some ideas here Y7 into Y8 summer work pptx and sent to you on Teams). The best ones will be put on display in the Science Faculty. Isometric drawing: Being able to proficiently draw an isometric cube will enhance all your future design work as it is the basis of all isometric shapes/drawings. Follow these You Tube tutorials to enhance your design skills: <ul style="list-style-type: none"> • Drawing an Isometric Cube with a ruler and a 30/60 Set Square https://www.youtube.com/watch?v=KAx390oVKuo • Drawing an Isometric cube with isometric template paper https://www.youtube.com/watch?v=Qv77pWjNl0 • Drawing an Isometric cube freehand https://www.youtube.com/watch?v=jR0tzX_9BI&t=18s • Crating - use isometric cubes to draw more complex shapes https://www.youtube.com/watch?v=MT3yGIFw4Ck&list=PLFrGcy2dv8Tvdq43UsANjT4wBlm3cU0O8index=3 • Drawing an Isometric Circle with a ruler and compass https://www.youtube.com/watch?v=AiGCMxWYRcs Computational Thinking. Read the following section on BBC Bitesize https://www.bbc.co.uk/bitesize/guides/np97mp3/revision/1 Design a poster or leaflet which covers the main areas of computational thinking (decomposition, abstraction, pattern recognition and algorithms). Hand these into your ICT teacher in September and the best ones will be displayed for open evening.	
Exploring the world	Geography History	Map Skills: Complete a 'How to' guide to map reading using powerpoint. Cover 5 main areas: Compass directions, Distance, Grid references, Scale, Height on maps Do one slide on each and include a question and answer section Use https://www.bbc.co.uk/bitesize/guides/np65f68/revision/1 Why did the English defeat the Spanish Armada?: Find four pieces of evidence that answer this question. 1- an image 2- an account (words or report of someone at the time) 3- educational piece of writing (bitesize, homework help for kids, a book) 4- A horrible histories video Summarise what each of these sources of evidence say about the question. Based on the evidence what do you feel certain about? What are you less certain about and why?	
Expressive arts	Art Performing arts	Drawing skills: 3 post card size drawings of three activities attempted or undertaken over the holiday period. Work in pen, pencil, collage . work into with paints if you have them– To be displayed in September. Romeo & Juliet Research skills: Produce a mindmap of what you know or what you can find out about the play. Next, paying particular attention to the characters, think about how you could perform one of the key roles through the way you used voice or movement.	
Physical and social development	PE PSHRE	Maintaining and improving fitness: Three times a week walk, cycle, run or swim – anything that raises your heart rate above normal. If you can, try to record your distance using an app such as https://www.strava.com/mobile or https://www.mapmyrun.com/gb/ and record this in an exercise diary. In September please submit your distances to your tutor to see which house has travelled the furthest during the 6 weeks summer holiday.	

Chew Valley School Home learning– Into Year 9 preparation work

Education this year has been disrupted for all learners. Therefore @CVS we have identified fundamental skills that Year 8 students should focus on in the summer to ensure they are fully prepared to enter into Year 9. These skills will then be taught systematically throughout the year.

- The skills are designed to be completed independently
- The skills are generic and will support learning in lots of subject areas
- The skills are grouped into 5 areas

We recommend the best way for students to prepare:

- Balance work across their summer holiday
- Students should complete work from each of the 5 areas.
- Students should record the number of sessions they complete– This will be discussed in Term 1 with tutors and recognised with house points.

Skill area	Subject focus	Recommend tasks	Number of sessions completed
Communication, extended reading and writing	English MFL	Descriptive Writing: Use an image of a striking location – either taken during the break or one from previous years – as the starting point for at least a side of descriptive writing. Zoom in on details, trying to use similes and metaphors as part of your piece. Consider the five senses too. Those with most striking imagery will be displayed in the library. Key language skills: Please work through MFL transition Booklet. The aim is to consolidate the material from this year and arrive well-prepared for the next year's curriculum. The most complete booklets will be rewarded in September. (Booklets have been sent to you via Teams and INSIGHT)	
Science, Number, DT and ICT skills	Maths Science DT ICT	Calculator skills: It's essential students have and can use the Casio FX-83GTX calculator so they can be successful in lessons and exams. A PowerPoint presentation and set of questions is available on teams and insight for students to complete. This will give them extra confidence using their calculator ahead of the next academic year. Investigative Skills: Make a Science model from what you have studied this year or carry out your own practical investigation, or research a big science question that interests you (some ideas here Y8 into Y9 summer work.pptx and sent to you on Teams). The best ones will be put on display in the Science Faculty. Isometric drawing: Being able to proficiently draw an isometric cube will enhance all your future design work as it is the basis of all isometric shapes/drawings. Follow these You Tube tutorials to enhance your design skills: <ul style="list-style-type: none"> • Drawing an Isometric Cube with a ruler and a 30/60 Set Square https://www.youtube.com/watch?v=KAx390nVXUo • Drawing an Isometric cube with isometric template paper https://www.youtube.com/watch?v=QvI7prVWNL0 • Drawing an Isometric cube freehand https://www.youtube.com/watch?v=jR00sX_98I&t=18s • Crating - use isometric cubes to draw more complex shapes https://www.youtube.com/watch?v=MT3gGFw4Ck&list=PLFrGcy2v8TvjH3UsANIT4wBlam3cU00&index=3 • Drawing an Isometric Circle with a ruler and compass https://www.youtube.com/watch?v=AIGCMxWY8os Graphic design. Read the following section on BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zvfwx/revision/1 . Design a new logo for ICT/Computing/Business department at Chew Valley which will be used on all our PowerPoints and documents. If you have not got Photoshop or Fireworks at home, try using Photopea which is free and available online. Challenge yourself to see what you can produce.	
Exploring the world	Geography History	Statistics and Geography skills: Complete a traffic survey in your local area using the document sent to you in your year group Teams. Was the Treaty of Versailles a fair treaty? Find four pieces of evidence that answer the question 1- A cartoon 2- an account (words or report of someone at the time) 3- educational piece of writing (bitesize, homework help for kids, a book) 4- A horrible histories video Summarise what each of these sources of evidence say about the question. Based on the evidence what do you feel certain about? What are you less certain about and why?	
Expressive arts	Art Performing arts	Drawing skills: Draw 3x drawings of house (own home or visited) front, back, one room interior Work in pencil, pen and ink, or collage, work into with paints if you have them. Research skills: A Midsummer Night's Dream. Produce a mindmap of what you know or what you can find out about the play - EITHER paying particular attention to the characters, think about how you could perform one of the key roles through the way you used voice or movement. OR – Having researched the play, design the set or costumes for your production of it.	
Physical and social development	PE PSHRE	Maintaining and improving fitness: Three times a week walk, cycle, run or swim – anything that raises your heart rate above normal. If you can, try to record your distance using an app such as https://www.strava.com/mobile or https://www.mapmyrun.com/gh/ and record this in an exercise diary. In September please submit your distances to your tutor to see which house has travelled the furthest during the 6 weeks summer holiday.	

Chew Valley School

Home learning– Starting GCSE work

Education this year has been disrupted for all learners. Therefore @CVS we have identified fundamental skills that Year 9 students should focus on in the summer to ensure they are fully prepared to start their GCSE's. These skills will then be taught systematically throughout the year. Please focus on subjects you will be studying next year.

- The skills are designed to be completed independently
- The skills will support learning in lots of subject areas
- They are designed to prepare you for the your new KS4 courses
- Some subjects have videos links to explain the work-Some are instructions to follow.

We recommend the best way for students to prepare:

- Balance work across their summer holiday
- Students should record the number of sessions they complete– This will be discussed in Term 1 with tutors and recognised with house points.

Subject Focus	Recommended tasks	Number of sessions completed
English	Literature Recap: You have studied 'An Inspector Calls', 'Jekyll and Hyde' and your Shakespeare play. Your challenge is to come up with a new but memorable system for recalling the various quotations from these texts, as they will be so important for the final exams. If any of the suggested methods are then taken on by the English Department, the creator will receive a book token.	
Mathematics	https://vimeo.com/436707435/9331d55d59	
Science	https://vimeo.com/435701788/55a81404e6	
French Spanish	Key language skills: Please work through MFL transition Booklet. The aim is to consolidate the material from this year and arrive well-prepared for the next year's curriculum. The most complete booklets will be rewarded in September. (Booklets have been sent to you via Teams/INSIGHT)	
PE	Maintaining and improving fitness: Three times a week walk, cycle, run or swim – anything that raises your heart rate above normal. If you can, try to record your distance using an app such as https://www.strava.com/mobile or https://www.mapmyrun.com/gb/ and record this in an exercise diary. In September please submit your distances to your tutor to see which house has travelled the furthest during the 6 weeks summer holiday.	
Geography	Complete the investigation using GIS in your local area (document has been sent to you via your year group Teams)	
Drama	Next year we will spend some time looking at Verbatim Theatre . What do you know about this style of Drama? Produce a mindmap of what you know or are able to find out Then, think about what performance skills you could use when presenting a piece of Verbatim work. You might want to consider voice, movement, gesture, body language, use of space Be as specific as possible. In particular, think about how the skills might differ from a piece of Naturalistic Drama.	
Art	Photographic task. Take 20 images of Britain opening after covid, people enjoying their newfound freedom (phones pics) Make 3 drawings taken or based on the photos you have taken. Work in pencil, pen and ink, or collage, work into with paints if you have them	
PSHRE GCSE RE	https://vimeo.com/436063766/ed924182b9 Learn as many of the key terms for the GCSE as you can from the booklet p1-7 (Booklet will be sent to you)	
History	https://vimeo.com/436834419/8e84c5c74d	
Computer Science	https://vimeo.com/436717308/e518077265	
Dance	https://vimeo.com/436737492/898eefdf	
Technology PD	https://vimeo.com/436707395/4a48dc0730	
GCSE PE:	https://vimeo.com/434701310/ab30e3c072 OCR National PE: https://vimeo.com/434701366/726ca2f165	
Business studies:	https://vimeo.com/432421121/b4f39addb0 ICT: https://vimeo.com/432421179/c75f7e9f4b	
Health and social care:	https://vimeo.com/432444601/6c374247f9	
Media:	https://vimeo.com/432476789/aaa57e8c2f	