



11 February 2021

Dear Parent/Carer

## **General update – Covid 19 – general update, Year 9 options, Year 11 and 13 modular assessments, PD parental feedback, Student support including for SEND**

### **Covid 19 – general update**

As I write, we are in a little bit of ‘no man’s land’ as we await the reopening guidance during the week beginning 22 February. There is no clear view of the likely outcome at this time but there are several unhelpful articles in the media at the moment which all contradict each other.

I think the best thing to do for now is pause, try to enjoy the half term break as best you can and come back fighting on 22 February for what might be an eventful week.

### **Year 9 options**

Thank you to all Year 9 parents and carers for your options application submissions so far. We have contacted a very small number of parents/carers for remaining applications. If you have not yet responded with your child’s options choices for Key Stage 4, we would value your response as a matter of urgency so that we can action the subject allocations as soon as possible.

We have various administrative checks to run and the next stage of the process will be our options counselling - we will be arranging these appointments for straight after half term. Microsoft Teams invitations will be sent out for 1:1 appointments with all of our Year 9 students. This process will enable us to confirm student choices by, at the very latest, 31 April as published in the options handbook.

As ever, if you have any further queries, please get in touch via [options@srpa.co.uk](mailto:options@srpa.co.uk) where one of the team will be able to support you.

### **Year 11 and 13 modular assessments**

If you have seen our most recent curriculum plans on Frog, you will have noticed a new section detailing each week’s assessments available as part of the usual curriculum. This approach is intended to layer assessments over a period of time for our examination year groups as we would have been doing anyway in order to take the sting out of any examination arrangements this year. Once the DfE/Ofqual consultation is published, I hope to find that any externally set

papers are optional rather than mandatory and that we can rely on our own evidence bases more than sources we do not have any control over.

However, if we do not have enough evidence for your child at the level we think they should be grading at, we will contact you soon. At the time of writing, this is the case for some students in some subjects. There is nothing at all to worry about and we have plenty of time to deal with this but it is only fair to inform you as a collective should you receive a call or a letter.

I remain broadly relaxed about this issue as we are more than prepared to meet the needs of any system thrown our way. In recent weeks, the spirit and tone from the DfE has been more collaborative. Let's hope that continues....

### **PD parental feedback**

We have now delivered our third Personal Development Day for the year, our first fully virtual offering, and it is now your opportunity to feed back. We would very much like to know whether these days are having the impact we intend, especially with the new addition of our health and wellbeing focussed afternoon this time around.

Below is a link to a short questionnaire where you can have your say as to whether these sessions meet the objectives we set out and how they engage you in that process. Also, we would like to hear your thoughts and ideas on sessions for the future. Please take 5 minutes to click onto the relevant year group and then to give us the feedback we need to develop and further improve the days for our students.

<https://vle.srpa.co.uk/693d5c855897a3376f4a6ecef35ba5e>

All successfully submitted feedback prior to 5pm on Friday 12 February will give you entry into a **prize draw for high street vouchers**. This prize draw will be made on Monday 22 February and winners will be informed on Tuesday 23 February.

### **Student support including for SEND**

Lincolnshire County Council have published the attached booklet in order to support parents with home learning. This is not being shared with you in order for it to replace any part of our curriculum but is a good guide, especially for any youngsters with additional needs, whereby parents can feel a little more supported at the current time.

We have not been involved in the development of this document in any way so, should you have any feedback, please drop us a line and we will forward to LCC for consideration.



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The media have also been doing their best this week to second guess the notion of 'catch up.' Firstly, what is this nebulous idea and what exactly are we catching up? This is incredibly unhelpful and catastrophises the position our youngsters find themselves in, perhaps unnecessarily. There is no need to be talking about apocalyptic levels of lost learning or a damaged generation of young people. What they will need is a balanced curriculum, some sensible leadership and small group support as needed once we return as need dictates. What they also need is some happiness, some laughter and plenty of access to sport, drama, green spaces, charity events and some healthy House competition. We do not need a never-ending hamster wheel of mandatory catch up clubs which just suck the life and creativity out of everything. Unless, of course, government dictates it at which point I am known to do my own thing anyway if it proves to be better for our children.

You can rest assured of our commitment to the wellbeing, welfare and academic support for our youngsters. We hold the very future of these young people in our hands and I take that seriously.

From time to time I indulge in a little American Football and I am reminded of the sage words of Lou Holtz, former coach of the New York Jets: "I follow three rules: Do the right thing, do the best you can, and always show people you care."

Take the best of care this next week and enjoy half term. We go again a week on Monday.

I will write again soon.

Yours faithfully



**Mr D Hardy**  
**Head Teacher**



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