



## School Newsletter

Friday 3<sup>rd</sup> July

Dear Parents/ Carers,

I hope you are all well.

Our school community seems to be slowly growing: since my last letter, as well as the two groups of Key Worker children and Reception pupils in part-time, we now have both Year 1 children and Year 6 in for a morning and afternoons. Since the start of the pandemic, we have had to become highly adaptable as information which triggers the need for change is brought to light. Year 6's last day is now Thursday 9<sup>th</sup> July; this has been moved after we were informed via our parent community that several of the local secondary schools were going to have their own transition days. This was a fabulous idea, especially for our children, who will be moving from a year group consisting of only seventeen pupils to secondary schools that probably has as many children in a single year group as we have in our whole school! Unfortunately, the secondary schools had not consulted any of the local primary feeder schools regarding dates, and the primary schools had all subsequently already made their own arrangements to ensure a completion of the curriculum, as well as organising leavers' celebrations for Year 6 children.

As you are aware, since 1<sup>st</sup> June we have been operating in 'bubbles': these small groups are an attempt to prevent the potential spread of the virus, protecting the children and staff whilst they are in school. The current DfE guidance recommends that if a bubble is 'burst' (i.e. children mix with another group of children), such as a child attending a transition meeting at another school, then there should be a seven-day period of separation before the child comes back into their primary school 'bubble'. We did not want parents or children to be put in a position where they had to choose whether to take part in the secondary transition or complete their final days at their primary school, therefore their final day was moved to Thursday 9<sup>th</sup> July. Reception and Year 1's last day will still be on Friday 17<sup>th</sup> June.

Altering the Year 6 leaving date has enabled us to release a member of staff and invite back Year 5 for a week. Year 5 were always one of the Year groups that, given the choice we would have wanted to invite back first. Sadly we do not have the staffing capacity to do this consistently with Years 2, 3 and 4, but these three year groups will be invited back for a picnic during the final few days.

Day	Monday 20 <sup>th</sup> July	Tuesday 21 <sup>st</sup> July	Wednesday 22 <sup>nd</sup> July
<b>Year Group</b>	Year 3 Picnic Group 1 11.00-12.00 Group 2 12.30-1.30	Year 2 Picnic Group 1 11.00-12.00 Group 2 12.30-1.30	Year 4 Picnic Group 1 11.15-12.15 Group 2 12.45-1.45

\*More details will be sent by the class teacher next week regarding the children's groupings

I would like to take this opportunity to thank the RAPS community for being so supportive and encouraging in such a difficult time for schools. When I first wrote to parents back in March, I said that some decisions made would not be agreeable to everyone, but the best interests of the RAPS community as a whole are always at the heart of every decision we make.

I will write to parents again before the end of term regarding the plans for September once we have had a chance to digest the Government guidance released yesterday and upon considering subsequent unions' recommendations.

Kind regards

*N. Budge*

---

## Transition

As I stated in my last letter, transition will be very different this year; each year group would usually spend a day with their new teachers, and our younger children would have been able to spend several days in their new environment getting used to the new routines. We are clearly unable to follow this plan and understand that parents and children will be particularly anxious this year. We have thought hard about how best to transition the children in these very different circumstances. Below is the outline of our revised plan:

- Week beginning 6<sup>th</sup> July – Children with SEN will continue to have transition meetings with Mrs Hughes and their new class teacher on-line via Teams.
- 10<sup>th</sup> July - Parents will be sent the information about which teachers will be in which year groups and the children will be sent a welcome video from their new class teacher.
- Friday 17<sup>th</sup> July – Reception and Year 1 children in school will have an opportunity to meet their new class teacher in small groups, socially distanced.
- Week Beginning 20<sup>th</sup> July - Transition Picnics for Years 2, 3 and 4
- A new class blog page will be set up with a new Padlet - this will be a platform for the children to ask any questions or share any concerns they may have. It will also be an area to post any home-learning that the new class teacher has set.

---

## RAPS continues to be in the news

### Ramsgate Books for Change – A New Chapter for Children’s Learning

A literature campaign to provide children with a range of books about race, disability, LGBTQ and other areas where people may face adversity or discrimination is gathering momentum in Ramsgate. Ramsgate Books for Change is being spearheaded by two parents and a teacher with the aim of raising around £800 to add to the stock of reading material in the libraries at Ramsgate Arts Primary and Chilton Primary.

They are Estelle Rosenfeld, a parent at RAPS; Emma Dondi-Smith, a Chilton parent; and Sophie Spurrier, a teacher who is Reading Leader at RAPS. They say: “We believe in the power of our children and these books have the power to bring change into the classroom and into the world.”

Estelle explained: “It has been heart-warming to see an increased interest in anti-racism movements and how well attended the Black Lives Matter demonstrations were in Thanet. However, there is also a concern that it could just be a flash in the pan and that soon enough the social media hype will disappear.

“Then I saw Folkestone Books for Change initiative and started to think I could reproduce it here in Thanet. Bringing diversity into our school libraries is something tangible to ensure some long lasting changes .We are a very mixed family and I want my children to be able to see themselves in the books they read at school. I also want them to be able to see people who are different from them, whether it is because they have a different heritage or skin-colour, or because they have two mums, or a disability. I want them to see humanity in all its diversity and feel comfortable to stand up against discriminations.”



---

Emma agreed and said: “As a mum of two, I have been moved watching the anti-racist protests taking place at the moment around the world and wondered what I could do to help. How could I make meaningful and lasting change from home, during a pandemic? We aim to raise enough funds to supply two Ramsgate schools with books that represent the lives of children who attend the schools, the families and communities that they come from and other lives they might not know at all. When children see themselves represented in the stories they read, they know that their stories and experiences are important and valid.”

Sophie said: “At Ramsgate Arts Primary School we feel it both necessary and significant to find the courage to speak to young people about inequality and racism that communities and individuals can face. For this reason, we have decided to raise £800 to provide both Ramsgate Arts Primary and Chilton Primary with a range of books about race, disability, LGBTQ and other areas where people may face adversity or discrimination. This will enable our children to see themselves represented in books and start the change within our schools in Ramsgate.

“Through the Ramsgate Books for Change project we have put together a wish-list of books for all ages and if we raise enough money, these will be bought for both schools and displayed in the libraries for our children to access at all times.”

Last month Ramsgate Arts Primary pledged to help children and families tackle, understand and explain racism. It has vowed to ensure respect for diversity is embedded in everything it does and it will become a part of the School Improvement Plan and will involve governors, teachers, parents and children, the whole community.

Head of School Nick Budge said: “Our school campaign is well underway with online information, help and resources at our website. The Ramsgate Books for Change project is excellent and it ties in with what we are doing at RAPS. The books project will provide diverse reading that will widen the scope of informative, interesting and educational literature for our children, those at Chilton primary and hopefully other schools in the town. It is a campaign that is very worthy of support.”

To support the campaign, see the Facebook page Ramsgate Books for Change; or go to the go fund me page at [http://www.gofundme.com/f/ramsgate-books-for-change?utm\\_source=customer&utm\\_campaign=p\\_cp+share-sheet&utm\\_medium=copy\\_link-tip](http://www.gofundme.com/f/ramsgate-books-for-change?utm_source=customer&utm_campaign=p_cp+share-sheet&utm_medium=copy_link-tip).

---

## Tackling Racism – RAPS Campaign to Educate and Understand

Ramsgate Arts Primary has pledged to help children and families tackle, understand and explain racism. In the face of growing anti-racist movements worldwide, the school is campaigning for its own community to understand, discuss and challenge the embedded global problem of racism. Although the school embraces and celebrates diversity as part of its core values, Head of School Nick Budge believes more can be done.

He stressed: “We need to ensure respect for diversity is embedded in everything we do. This is a massive undertaking and must be measured and planned, not a knee-jerk reaction. It will become a part of our School Improvement Plan and everybody will be involved - governors, teachers, parents and children, the whole community.”

Mr Budge added: “It is necessary and significant to find the courage to speak to young people about inequality and racism that communities and individuals can face.”

The school has put together a series of resources to “help make sense of difficult themes.” It has been prepared by Deputy Head Hanna Beech and teachers Isla Aitken and Kiki Amin.

---

It is being shared via the school's streaming service and contains a parent help guide with tips and suggestions when talking to children about racism. There are also various links to websites that support discussions about racism and book recommendations for a range of age groups.

The resource blog states: "We believe that providing young people with the knowledge (at an age-appropriate level) to develop an understanding of racism and inequality is fundamental to breaking down the systems that have led to the unjust oppression of BAME people and communities.

"Among other key drivers, we pledge as a school to show a commitment to the following aims:-

- to stand together against racism as an anti-racist school. This means we will challenge any overt or covert racism directly and fairly.
- to 'see colour', acting pre-emptively to ensure representation of BAME people and communities in our curriculum.
- to evaluate and reflect on our school practices, seeking ways to make sure we do the very best we can.

The package also offers families top tips to tackle talking about racism. These include: - be comfortable talking and learning about race, racism, and racial inequity yourself first; encourage your child to ask questions; make talking about skin colour normal, encourage respectful curiosity and dispel negative stereotypes; read and share relevant books; use the concept of fairness; be a model of anti-racist behaviour for your child; encourage complex critical thinking.

The resource team also state: "If our children are to grow into successful members of society, they must first understand themselves and others. This is why we aim to embed our school's core values to help our pupils develop into kind, hard-working and collaborative citizens."

Mr Budge added: "I am proud of our stance and the hard work that has gone into proving such a useful resource for families and teachers. It is a major step forward. We know that we have a long way to go but every step is worthwhile if we are to help bring about sustainable much-needed change."