
Newsletter 16 22/01/2021

Dear Parents and Carers,

It is hard to believe we have already completed three weeks of the spring term.

Over the last few days the Leadership Team have been monitoring the Google Classrooms and we have been so impressed with the high levels of engagement from the children as well as the work the children have been submitting. We know how difficult it is for parents to support their children at home with delivering the curriculum, helping to make the learning as accessible as possible, as well as juggling devices between siblings and trying to meet the demands of your own job if you are working parents as well.

Each week we meet as a staff to see how we can continue to evolve our remote provision, and over the last few weeks we have focused on these three main areas:

- To provide opportunities so that the children feel as connected as they can be to the staff within their class as well as to their peers.
- To make the learning as accessible as it can be for the children working from home so that they can work as independently as they can.
- To try to follow our usual curriculum with adaptations, to ensure it can be completed at home.

At this half way point in this half term, it would be really useful for us to gather some initial feedback from you about the learning experience at home. This will help us to provide additional support to any children who are finding it difficult to access and complete the work online and also that we can take on board any suggestions that you may have; whilst we know that we cannot recreate being in the classroom at home there may be some tweaks that we can make that would make a difference. Please click on the link below and complete the questionnaire; it should only take a couple of minutes to complete, and all responses will be completely confidential.

Please click here or copy: <https://forms.gle/a7GaL6jdAFyeGCpS6>

Finally, it is clear to see that everyone within our school community is doing the best they can and it is important that we remember that the remote learning is testing not only for the children but for the parents and the staff themselves, as well, as we all learn new ways of working. Happiness and well-being, however, are still the most important things to prioritise both in school and at home. With this in mind Mrs Walker, Mrs Miniuks and some of our Year 6 children are busily preparing for another edition of our 'Rainbow Magazine' which will be issued next week, instead of this newsletter, to help us all focus on our wellbeing and to connect with each other. Please keep an eye out for it.

Thank you for your continued support and if at any time you feel you need some additional support please do get in touch.

Take care

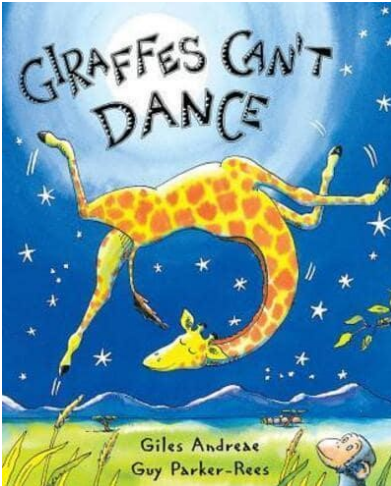
Kate Gee



coming soon..... coming soon...

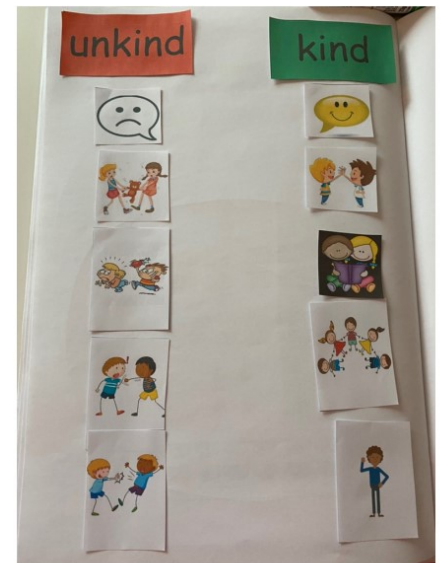
There are quite a lot of items awaiting collection outside the office. A lot of time and effort goes into creating the extra resources that some children need, so if you have discussed these with an adult from your child's class, and it's been agreed that they will be provided, please come and collect them. We would much prefer that parents are honest and say if they really don't think that they won't use them, so that the time and effort isn't wasted. Thank you!

What Have You Been Exploring?

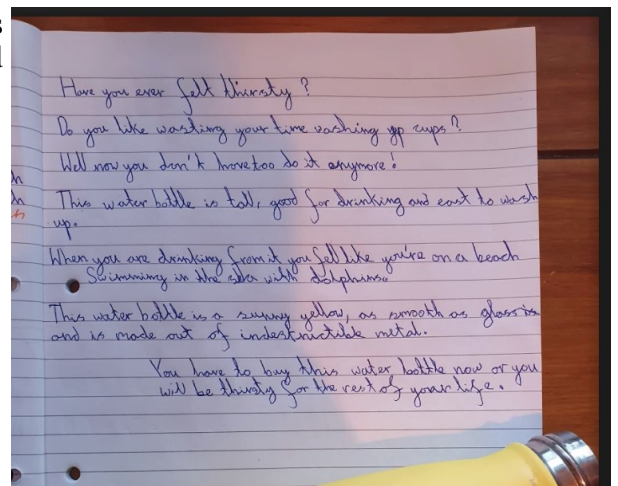
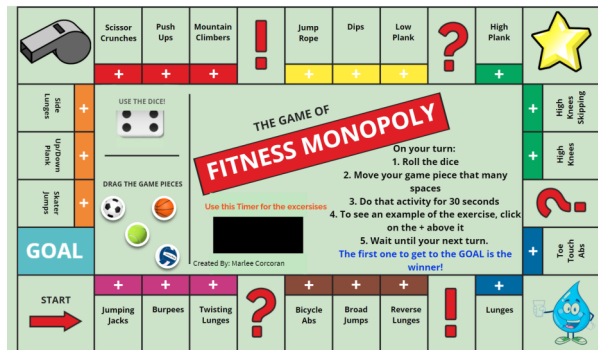


Britten and Elgar class have been learning about 'kind' and 'unkind' in PHSE this week. They listened to Mrs Gee reading 'Giraffes Can't Dance' and thought very carefully about how the actions of the other animals made Gerald the Giraffe feel, and how we should treat our friends.

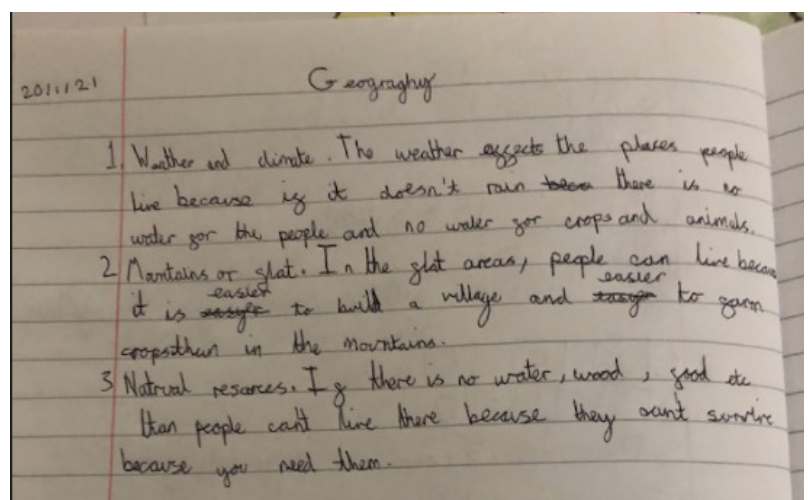
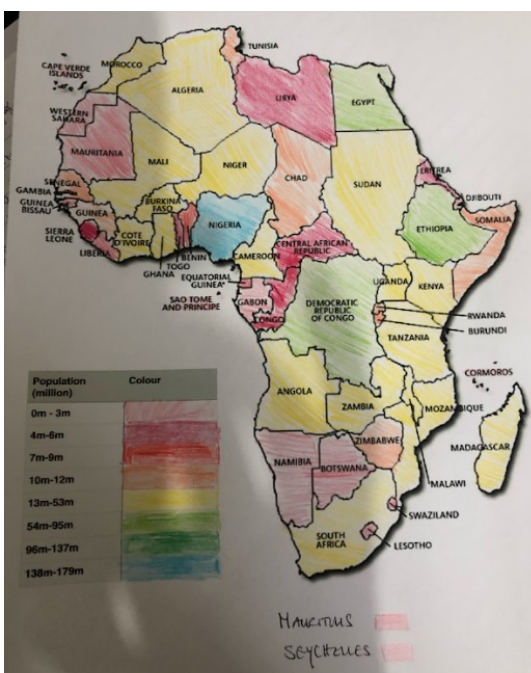
Thomas said that if he was there he would make Gerald feel better by asking him to dance with him, and invite him to his house to watch cartoons—what a brilliant friend!



Redgrave and Holmes class have been playing Fitness Monopoly in PE this week (that looks like lots of fun!) and practising their persuasive writing techniques in English.



Meanwhile, in Year 6, the children have been focusing on Africa in Geography this term. This week they have been thinking about how many people live in each country and why the population levels might be different in the various countries



Board of the Week

This week we have updated the display board in our atrium as a little pick me up for the children and staff! We hope that when the children are back they can add their own positive messages and ideas for others too. Have a look for yourself and hopefully you will find a positive message to take away! Why not give a positive message to someone in your family?



Bright Sparks

[illegible]

★ Well done to our Bright Sparks this week:

Britten	Ryan Janse Van Rensburg	Elgar	Hunter Pang
Goldsworthy	Daniel Riancho	Lowry	Imogen Sladden
Faraday	Rory O'Rooke	Nightingale	William Kirk
Redgrave	Chiara Davies	Holmes	Amelia Tucker
Darwin	Hana Azam	Newton	Harry Moss
Victoria	Amelia O'Farrell	Shakespeare	Chloe Thomas
Churchill	Loui Todd	Attenborough	William Chambers and Zac Moore

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TOP TIPS FOR CREATING A HEALTHY HOME LEARNING ENVIRONMENT

LOCKDOWN 2021 (PRIMARY VERSION)

PARENTAL WELLBEING



- Remember most children do and can work independently during the school day - there is no reason they should not be able to do this when working at home.
- It is even more important to stick to your usual bedtime routines for your children - once they are in bed it is adult time and a chance to relax.
- Involve your young people with household chores - this is a great time to work on life skills.
- Make time to connect with friends and extended family members.
- Limit your exposure to media/news outlets.
- If necessary adapt your child's timetable to fit in your own timetable. The timetable has to work for you as a family.
- Remember whole class lessons are not as easy to differentiate as in the classroom - manage your expectations for your child.
- BE KIND TO YOURSELF** - it may not always go to plan but tomorrow is another day.

MAINTAINING ROUTINES

Many children benefit from routine and clear boundaries but particularly those children who are on the autism spectrum or whom are anxious.

- Try to replicate the timings of the school day - start, snack/break time, lunch, end of the school day.
- Children are used to seeing visual representations of the day - use a clear timetable. Have a clock in the room.
- If young people are used to having a morning snack, keep to this routine.
- Ensure lunch break comprises of time to eat as well as free play time - preferably outdoor. Top up their vitamin D.
- If your child takes the same lunch to school each day continue with this.
- Keep to school day waking and going to bed times. Tired children find emotional regulation difficult.
- Ensure your child's hydration - most children will have access to water in school throughout the day.

