



Weekly Newsletter

Living to Learn, Learning to Live



REACH FOR THE STARS

17.05.2024

KEY DATES

21.05.24 - Y5 VIBE Outdoor Session 2

22.05.24 - Y1 Family Assembly

24.05.24 - Finish for Whit Holidays

10.06.24 - Return to school for Summer 2

10.06.24 - Y5 VIBE Outdoor Session 3

14.06.24 - Y3 Martin Mere Trip

18.06.24 - Y1 Sports Day

19.06.24 - Reception Family Assembly

24.06.24 - Y2 Sports Day

26.06.24 - KS2 Sports Day

28.06.24 - Reception Sports Day

04.07.24 10am - New to Reception Meeting

09.07.24 9:15am - New to Y1 Meeting

15.07.24 - 17.07.24 - Y6 Residential

18.07.24 9:15am - EYFS/KS1 Awards Assembly

19.07.24 9:15am - KS2 Awards Assembly

22.07.24 - Y6 Leavers' Assembly

23.07.24 2pm - Finish for Summer

Hello Parents and Carers!

This week our Year 6 children have sat their end-of-KS2 SATs. They have been absolute superstars all week - they worked so hard, took everything in their stride and showed how much they have learnt. We are so proud of them! Well done Year 6!

We are really excited for Y1 to perform their Family Assembly next week. We can't wait to welcome parents and carers into school to see the showcase of their learning - you'll be so proud!

The weather is (finally!) starting to pick up thankfully! On hot days, please remember to put sunscreen on your child and send them into school with a hat.

We will be sending information out about Sports Days soon, but just to let parents know that dates are:

Reception - Friday 28th June (AM)

Y1 - Tuesday 18th June (AM)

Y2 - Monday 24th June (AM)

KS2 Sports Day will take place on Wednesday 26th June at St John Bosco.

A reminder that we finish next Friday 24th May for the half term holidays and return on Monday 10th June at 8:45am.

Have a lovely weekend!

WELL DONE YEAR 6!

Effort



Cooperate



Year One Phonics

This week Year One have been revising 'ew', 'ue' and 'u_e'.

'ew': crew, flew, new, grew

'ue': true, blue, clue, glue

'u_e': tune, flute, June, flume

Can you spot these sounds in the following sentence?

The crew flew in June on a blue jet.

Keep working hard to practise your sounds!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance. This week we have had four great days Monday-Thursday, however attendance has dropped today.

Please work with us to ensure your child is in school, on time, every day.

OVERALL - 93.0%

Monday - 96.1%

Tuesday - 96.6%

Wednesday - 96.9%

Thursday - 96.4%

Friday - 93.3%

Well done to 2EB, 3OK, 6KJ and 6MC for over 97% attendance this week!

Attend





This Week's Subject: Reading

Reading is a huge priority at our school. We know that being a fluent reader is key to everything - it not only unlocks a brilliant world of books but also opens up many doors and future job opportunities for our children! We encourage children to read at home as often as possible - this increases their confidence and also results in a trip to Miss Howard to receive a book prize of their own!

We teach reading in school through both small-group Guided Reading sessions and also whole-class reading comprehension lessons. Our whole-class sessions offer opportunities for children to practise reading skills such as retrieving information from a text, inferring what a character is feeling and understanding an author's use of language. Group sessions are organised by ability and led by an adult using a 'book group' approach. Two groups in the class will read with an adult, whilst the other groups are given independent reading activities to focus on. These activities include answering follow-up questions linked to the text read previously with an adult; using our online reading programme Lexia, practising Phonics and making predictions about an upcoming text. The combination of guided sessions and whole-class teaching results in strong outcomes for our children.



Please follow us on X (formerly Twitter)!

NEW!

Please follow our brand new account for all things reading!

Reading Account - @WellesBooks

Whole School Account - @WellesbourneSch

Nursery - @WellesbourneNur Reception - @WellesbourneRec

Y1 - @WellesbourneYr1 Y2 - @WellesYear2

Y3 - @WellesbourneYr3 Y4 - @WellesbourneYr4

Y5 - @WellesbourneYr5 Y6 - @Yr6Wellesbourne

We also have a Facebook Page, follow us at Wellesbourne Primary and Nursery School.

TTRS AND NUMBOTS WINNERS THIS WEEK

TTRS

Most correct answers: Jack H Y5 - 1,473

Most coins: Jack H Y5 - 14,730

Improved speed: Zoya F Y4 - Improved by 3.92 seconds

Fastest all-time speed: Chris R Y6 and Jimmy C Y6 - 0.78 seconds

Numbots

Most minutes played: Athena CF Y1 - 68 minutes

Correct answers: Sham M Y2 - 278

Most coins: Lottie J Y2 - 2,072



Reading Recommendation

3CM recommend 'Varjak Paw' by SF Said.

"We absolutely loved this book and reading it soon became our favourite part of the day! It was full of action, fighting and vanishings. Miss Maher always seemed to leave it on a cliff hanger! Some of us even took the sequel home to find out what happened next!"



A Few Reminders

I would like to take this opportunity to give a few reminders to parents.

We are getting a lot of children bringing mobile phones to school and wearing jewellery. There is also an increase in the amount of children suddenly bringing objects into school e.g. toy cars, pencil cases, fidget spinners etc.

Please do not send your child to school with any of the items suggested above. Children should only be bringing mobile phones to school if they have been given permission by Mrs Ryan. Under no circumstances do children need jewellery, stationary etc from home. We provide everything needed and do not have the space or time to be dealing with additional objects being brought in.

Any phones, objects etc brought to school will be taken from children and an adult will be required to collect these.

What Parents & Educators Need to Know about **SCHOOL AVOIDANCE**

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Salaman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College