



Dear Parents/Carers,

It's been lovely to welcome everyone back this week and get to know a few new faces too. Our learners have settled in well to their new classes and have enjoyed catching up with friends. They are looking very smart in their new uniforms and are ready to learn.

Thank you for the part you have played in this.

Look out for some invitations coming to parents/carers in the next few days as we welcome you in to visit new classes and share some information about ways that we can work together to help your child learn. Dates coming up:

- Y1/2 Tuesday 10/09/24 @ 8:45am - Drop in read along with your child & phonics next steps
- Y5/6 Friday 13/09/24 @ 8:45am - Drop In sharing individual goals for the year & SATs testing/Y5&6 expectations
- Reception Tuesday 17/09/24 @ 2:30pm - Drop in read along with your child & an introduction to phonics
- Y3/4 Friday 20/09/24 @ 8:45am Drop in and play along times table games & changes to reading at home

We hope you will be able to join us for these sessions in class - I know our learners will be excited for you to join them. For any working parents that are unable to drop in for these sessions, information shared will be posted on our website too. We have tried to schedule the majority of these sessions immediately at drop off to help with this too.

## Class/Whole School Letters



Click [here](#) to see all of the letters we send home to parents/carers. The only ones not published are for competitions, where there are only a few letters sent.

## Upcoming Diary Dates



Click [here](#) to go to our website and see all of the exciting upcoming events we have planned.

## Home Learning Years 1 to 6



Please bear with us over the next week whilst teachers read individually with your children and allocate book levels. Home Learning tasks will then be sent home the following week.

Last year we made a few changes to our expectations on Doodle Maths so that rather than setting activities each week, we are instead encouraging our learners to access this regularly and aim to reach their star target. We'll discuss this in more detail at the upcoming parent meetings.

In addition, we are trialling an alternative to the class bookmarks in Years 3&4, using an online reading record. Again, this will be explained in more detail at the Y3/4 meeting. We'll also be asking Y3/4 parents/carers to feedback to us later in the year so that we can evaluate how successful and easy to use this new tool is.

## Pastoral Team

We have expanded our Pastoral Team this year. Mrs Palmer has now joined Miss Mills to help widen our pastoral offer.



Miss Mills



Mrs Palmer

Our Pastoral Team are available to provide support, advice and information to our learners and their families. They can help with any worries that you or your child may have in relation to school life, behaviour and wellbeing. More information can be found on our website.

West Norfolk now have some additional support for parents in the form of Family Hubs. Lex is the community worker assigned to our school and is ready to answer your questions/listen to worries and share information about a wide range of activities, groups and organisations that can help. You can find out more about this on our [website](#) including how to access the upcoming drop sessions or make contact with Lex on an individual basis.

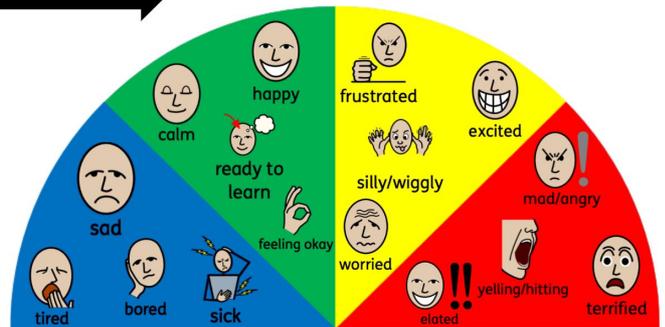


## Y5&6 Class Organisation

As part of our efforts to ensure that our learners are truly prepared for their transition to High School at the end of Y6, Miss Adams and Mrs Goudie will be supporting some of the learning in Y5&6 so that we can address any gaps in learning and teach in smaller groups for some lessons. In maths lessons, learners will be grouped into x2 mixed ability Y6 groups, led by Mrs Goudie & Mrs Dymond and x2 mixed ability Y5 groups, led by Miss Barton and Mrs Hardy. Miss Adams will be working with different groups across the year in Writing Lessons to help our learners move their writing on and will support learners of all abilities as needed.

## Zones of Regularity

Our learners may well have been sharing with you some of the things they have been learning about this week. We are keen to support our learners to not only achieve academically but also to develop as well rounded, resilient and responsible citizens. One of the key skills that we all need to learn as we grow older is the ability to recognise our emotions and be able to self-regulate. This in turn will support us in making good choices now and in the future. To support our learners in this we are introducing the Zones of Regularity and will refer to these regularly.



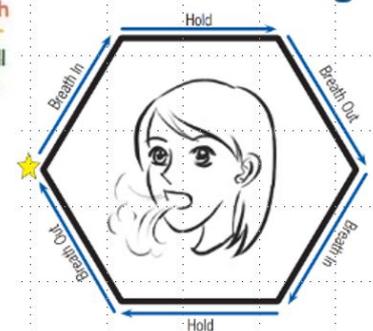
The 4 zones, Blue, Green, Yellow and Red each relate to a set of emotions. No zones are “bad” zones or “good” zones - we all experience these emotions at times. Instead we are teaching the children strategies which they can keep in their tool box to use when for example they feel angry (Red Zone) or sad (Blue Zone). In classes, learners are being encouraged to regularly check in and share how they are feeling using a display in the classroom so that we can support them to remain or move into the Green Zone and be ready to learn.

Further information will be provided for parents/carers through the year. In the meantime, why don't you try some of these techniques with your child when they are in the Yellow Zone or moving into the Red Zone.

## 5-4-3-2-1 Mindfulness

- List...
- 5 things you can see
  - 4 things you can touch
  - 3 things you can hear
  - 2 things you can smell
  - 1 thing you can taste

## The Six Sides of Breathing



## School Uniform



Thank you for all of your efforts to ensure our learners are so well turned out for school. Travis, Florence and Dawson were spotted this morning looking particularly smart. We have lots of nearly new uniform so if you need additional uniform, please do help us to reduce and reuse by speaking to the office or one of the school staff. We also request that long hair is tied back (children get very close to each other in class and nits are more likely to spread if hair touches). Fashion haircuts (e.g. shaved designs or coloured hair) should also be avoided as these create a distraction. Better to save this for school holidays along with any makeup, nail varnish or tattoo transfers. For safety reasons, no jewellery is permitted except small, discrete ear studs and a simple wristwatch which children will need to be able to remove and store independently during PE lessons. [Website Uniform Information](#)

## School Rewards

We have lots of rewards and incentives in school that our learners can work towards. In EYFS learners work towards earning stickers - I'm sure you'll see lots on their tops when they come home each day. From Y1 up, learners are awarded "Terries," for effort in their work, good behaviour or being kind and helpful. When they achieve 50, 100, 150 Terries, they can swap these for a small gift (Y1/2) or a special treat from Y3 up. A treat might be for an example, be sitting on the teacher's chair for the day, or hot chocolate at snack time or wearing non-uniform for the day. We celebrate good work and also learners who demonstrate a [Growth Mindset](#) in our weekly assemblies with certificates.

We also have a number of badges that our learners can earn throughout the year. Badges and a "treat" are given to any child who achieves 100% attendance each term. Learners in all years are also set a challenge to read 20 age appropriate books (or share in EYFS) through the year to earn their reading badge. We also want our learners to earn their Bronze, Silver, Gold and eventually Platinum Times Table Badges. More information is on our [website](#).

## Reading Badges

### (final 2023/24 badges)



These learners earned their reading badge, after the last newsletter so we are celebrating them now. In total we awarded 243 badges last year, beating the previous year's total of 238! Let's see if we can smash that total this year and get everyone reading. There are some great [recommended reading books on our website](#) to help your child get hooked and keep on reading

Nursery - Munize, Sid, Blakely, Wynter-Shaye, Oliver, Amelia, Rupert, Ellodie, Lilith, Jessie, Ada, Joshua, Laiah, Arthur, Abel, Mia (last year)

Recp - Emily C, Melody L, Colby R, Gypsy-Star S (oranges)

Y1 - Ernie A (last year)

Y2 - Theodore W, Frazer P (last year)

Y3 - Harrison D (last year)

Y4 - Darcie B (last year)

Y5 - Sam G, Winnie B (last year)

Y6 - Logan G (last year)

Well done to Mrs Simkins who got her reading badge last term.

Also, if your child reads everyday they are entered into a weekly raffle. Even more reasons to keep on reading.

## TT Rock Stars



Platinum -

Gold - Gracie S, Freddie H (last year)

Silver - Charlie J, Darcie B, Adam S

Bronze -

Our Y1/2 learners are also encouraged to learn their number bonds by heart to earn their Number Bond badge - class teachers will send home more information about this shortly. I'm looking forward to presenting those badges. Good luck everyone!



**HOCKEY HEROES**  
A HERO IN EVERY KID  
Join our exciting new hockey programme  
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Next course starts August 31st  
Book via the QR code  
Open to all new players ages 4 to 9



## Attendance

We sent home our attendance letter this week, informing parents about some of the changes to school attendance sanctions. This is a standard letter that all Norfolk Schools are required to send home annually.

I am sure you will have seen that attendance fines for term time holidays have increased to £80 per child for each parent when 5 school days are missed. If a second holiday is taken within 3 years, the fine will be doubled. A third holiday taken within 3 years may result in a criminal prosecution. There is also an expectation that details of holidays taken are shared when a child moves schools. Multiple holidays taken within a school year (even if less than 5 days each time) may also qualify for a fine.

From September, schools will have to consider a fine if a pupil misses 10 sessions (half days) of unauthorised absence in a rolling period of 10 school weeks. The threshold can be met with "any combination of unauthorised absence". For example, four sessions in term time plus six instances of arriving late. The period of 10 weeks can also span "different terms or school years".

Please ensure that you notify as soon as possible on the first day that your child is absent (for whatever reason) and then keep us updated until they return. If you do not contact us and we are unable to contact you, we are required to treat this as a safeguarding concern and may visit your property or contact other safeguarding agencies. Clearly this is a huge overhead for staff and is likely to be upsetting for parents/carers so please keep us informed.

We also are required to track attendance and will contact parents if your child's attendance is at risk or falls into the "Persistent Absence" category of 90% or below. All schools are expected to try to support parents/carers to improve attendance and to consider next steps with the LA if attendance does not improve. We do understand that some pupils may have very valid reasons for absence and will work with you where this is the case. We are keen to support our parents/carers and ensure that you do not fall foul of these new national rules so please speak to us if you have any attendance queries or need any support. We are here to help.

# Good attendance means...

being in school at least 95% of the time or 180 to 190 days

## 175 days not at school!

All this time for shopping, holidays and appointments

365 days in a calendar year

