



SENIOR LEADERSHIP TEAM NEWSLETTER

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Little Big House

This term we are working with an artist sponsored by Beal Homes on a creative project. The project has been carefully designed to involve the whole school by using pupil ambassadors to work with the artist and Mrs Andrew to cascade the process through the creative teaching of Mrs Andrew. The children will be trying out their own ideas, responding to research questionnaires, being involved in consultation and feedback, designing and creating prototypes. We welcome the artist, Simon Crooks to our school.



FOWS

In the current financial climate in schools the work and fundraising of the FOWS is becoming increasingly important to provide many of the resources that enhance the progress and outcomes of the children at Welton Primary School. Sadly, PTA's no longer fundraise to provide luxury items but core resources essential for teaching and learning. For example; the school home reading books need updating, replacing and adding to which can only be done through financial donations from the FOWS. In a world where we are all so busy and time is so precious, the school and the existing FOWS committee are extremely grateful for every and all offers of help to set up, run and organise events. If you think you can give an hour or so at the Summer Fayre please let us know via the school office and we will pass this on to the FOWS committee.



Welcome

We would like to extend a very warm welcome to Mrs Fox who has joined the leadership team at Welton. Mrs Fox is teaching in the EYFS provision but brings skills and expertise that we will be taking advantage of across the whole school.

Joining the Welton School Family Community

We have welcomed several new families to Welton Primary School this term. We are always very proud of our school when we receive feedback that we have been recommended as a school that puts the children at the centre of all our work. We have already started to welcome some of the September 2018 children to Foundation as Green Door Pre-School join us on several afternoons a week. We will be meeting the rest of our new children very soon.



Numicon Advocate Event

We were very pleased at the beginning of the year to be assessed and awarded Numicon Advocate School status and as the only school in Yorkshire with this status our first open morning provided us with an opportunity to meet and share our expertise with teachers from all over Yorkshire and Hull.

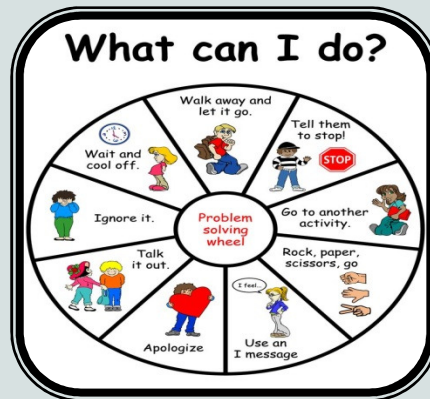


School improvement

As part of the school's work to improve mental health and well-being, including resilience the school is working with specialists from the Humber NHS Trust. This term all the staff are engaging in professional development activities to ensure they understand and respond to children's difficulties, conflicts and behaviour in a restorative manner.

Family SEAL workshop

Thank you to all the parents who attended the SEAL family workshop on the subject of Peaceful Problem solving. Our aim is to help our children build their resilience so that they feel empowered to solve minor disagreements themselves, as well as seeking adult reassurance, guidance and support. This was one of the ideas we discussed and will be shared with all children in an upcoming assembly:



It always depends on the context and scale and complexity of the disagreement, but this wheel gives the children a few strategies to try. It is OK to tell another pupil to stop if their actions are making them feel sad, uncomfortable or frightened. Occasionally it works to wait before we try to deal with a disagreement, giving each party time to 'cool off.' Talking a problem through and coming up with joint ideas to move forward with can be really empowering for children. Children sometimes do not understand how someone else may feel differently to them so using an 'I' message, clearly tells someone else how it feels in their shoes. Deciding whose game, or who can go first can be quickly determined through the 'Rock, paper, scissors' game. Finally, a genuine apology goes a long way in solving many disputes. We are always here to offer our support and guidance and to help children understand that disagreements are a part of life but can usually be resolved. Children will naturally get on better with some people more than others, but at Welton School we believe everyone should afford each other a level of respect and civility. Due to the positive response to the workshop we will repeat it in the summer term for parents who missed it but would have liked to attend.

Social Media and Instagram

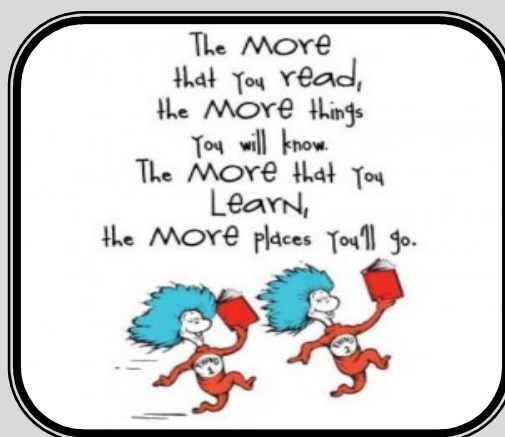
It has come to our attention that several of the children have personal Instagram accounts. Some of them have come forward voicing concerns over what they have called 'edit' accounts - this is when a different user will request pictures that they will then edit and re-post on line. The children informed us that they do not always know the person behind the 'edit' account profile. We have spoken to the children about the dangers of this and have reiterated the message about refraining from posting personal information (including pictures) via social media, especially when they may not know the person who the profile belongs to. We will continue to deliver this message and would once again appreciate your support with this at home. Several of the children claim to have access to such edit accounts.



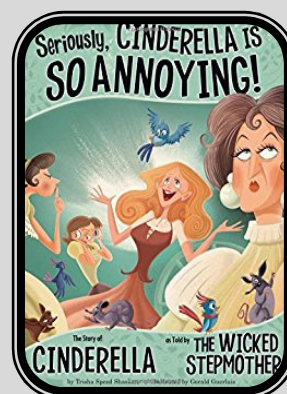
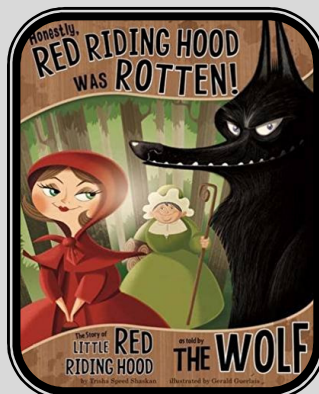
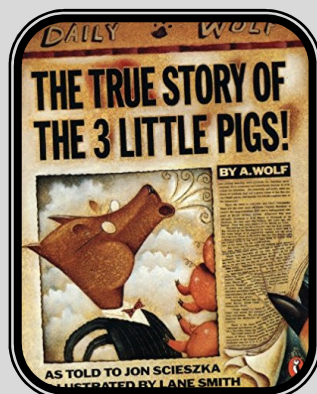
It is great to hear that the work we are doing in school with the children is having an impact at home. A parent sent an email to the school saying:-

"I just really wanted to thank you for the work that you have done on internet awareness, as it's definitely having an impact at home. I am not sure how you taught the lesson, but it was obviously done in a really engaging way as my son had come home talking about it at the time. He has been playing a kids game called Roblox which we recently downloaded on my phone for him. I hadn't realised that as part of the game you can connect with friends to play online. This morning he wouldn't let me see what he was doing, I prompted further and two people have connected with him – one he says is someone he is friends with at school although I have to say I am dubious, and the second he didn't know who it was. Straight away when I prompted, he made the connection with what you have been talking about at school and knew it wasn't right so asked for my help to block them. I just wanted to thank you as it made it a really easy conversation this morning as he already had the context as to why it was wrong. I think it shocked him how easy he could be tricked."

World Book Week



The children and adults of Welton School thoroughly enjoyed additional reading activities during World Book Week. Primarily based around the broad theme of traditional tales and fairy tales, it was exciting to find a huge range of books to enjoy. Some of the most well-known fairy tales were read alongside fairy tales offering a different version. It was funny to hear the wolf claim he was innocent in the alternative story of the Three Little Pigs. Of course, most of us made our decision about that many years ago so were not easy to convince! During a whole school story telling session, children could choose which books they wanted to have read to them and all adults in school were enjoying the opportunity to read their favourite tale. During two assemblies, children brought in books of their choice and we all sat in glorious silence and got our head stuck in our own book! The aim of our activities was to celebrate the old traditional tales and include some new versions of these. We hope the children enjoyed spending their voucher and continue to enjoy reading well beyond World Book Week! Here is a selection of popular alternative fairy tales for you to consider when making future book purchases:



PSQM

This year, school will be embarking on an exciting project which will enable us to achieve the PSQM (Primary Science Quality Mark). Throughout the year, we will take part in a range of activities that will enable us to reflect on and celebrate the current Science practice in school before taking steps to enhance its profile further. Through this, all teachers and science leaders will be encouraged to reflect on their current teaching and will work together to enhance this further. In addition, the award will provide us with extra opportunities to enrich learning - we have already managed to arrange a short term loan of hi-tech microscopes for the future and all children will have the opportunity to use these.



Foundation Stage Trip to Austerfield

On Thursday 26th April Foundation Stage visited the Austerfield Study Centre near Doncaster. We had an amazing time hunting for minibeasts in the woods and found lots of different creatures. We also became pond dipping experts and even caught some fish. Luckily it only rained once, so we could enjoy exploring the obstacle course at lunch time. The children were superstars all day and we have had some lovely feedback about how well behaved they were.



Spelling and Phonics

On Friday 23 March, all the teaching staff attended a training day at South Hunsley School to look at strategies and methods to support the effective teaching of spelling. The training was given by TT Education and was attended by all primary schools in our cluster area. It was a very interesting day as we were encouraged to examine the processes that we, as adults, go through when spelling. This helped us to think about how we teach spelling to the children and what we already do successfully in school. We also came away with some new tips and ideas to promote deep learning in spelling, whilst keeping it fun and engaging for the children.

During the summer term children in Year 1 (and some children in Year 2) will be doing a phonics screening test. This is to assess their reading ability. It consists of 40 real and non-words ('alien' words) that the children will be asked to read one-to-one with a teacher. Most children take between 4 and 9 minutes to complete the test and it is presented in a fun, non-stressful way which most children tend to enjoy. Non-words are included because they will be new to all children, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. These words then help to give a truer picture of a child's decoding skills, as the words are unfamiliar. The non-words are presented alongside a picture of an imaginary creature, and the children are told that the non-word is the name of that type of creature. The results of the tests will provide teachers with information required for developing and supporting children's skills in reading.

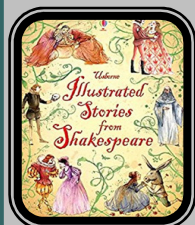
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DIARY DATES

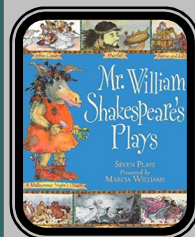
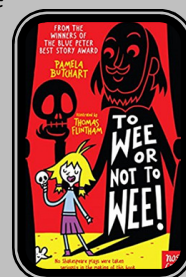
Monday 14 May	SATS week
	Year 1 - Welton Waters
Friday 25 May	Break up for Half Term
Monday 4 June	Back to School
Tuesday 12 June	Year 1 - Yorkshire Arboretum
	Year 4 - Hull Museums (Egyptians)
	Year 3 - Ryedale Folk Museum
Friday 15 June	FOWS Summer Fair
Thursday 28 June	Moving Up Day
	Meet the Teacher Evening
Friday 6 July	Year 5 Residential
Friday 13 July	Sports Day (Monday 16 - Reserve Sports Day)
Friday 20 July	Break up for Summer Holidays

In the last newsletter, Mr Lomas suggested some books that can be used across Key Stage 1 and 2 to support the school curriculum at home. In this letter, we look at a selection of texts that complement the Shakespeare topic that all pupils explore in the Summer Term. One of the benefits of tackling Shakespeare in the Primary School, is that children can get to know stories and characters they will come across again in secondary school and beyond. Most importantly though, experiencing Shakespeare's plays at a young age is one of the most engaging and fun things we do throughout the school year. The stories are meant to be performed, and we give the children the opportunities at primary school to play with the language and act out key scenes without having to analyse every line of the text. Mr Lomas is always amazed by how even our youngest of pupils can grasp the meaning, drama and humour of 400-year-old plays!



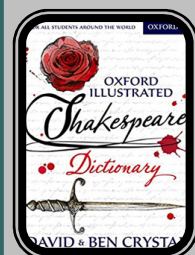
It is always wonderful to see some of our youngest pupils immersed in Shakespeare's stories in the Summer Term. At the moment, Year 1 are exploring the world of *The Tempest*, bringing this magical play to life through drama and writing. Similarly, Year 2 look at a simple retelling of *Macbeth*. (With some of the gory bits toned down!) ***The Usborne Illustrated Stories from Shakespeare*** collection is an excellent introduction to Shakespeare's stories, with the original language interspersed carefully throughout the retellings.

In ***To Wee or not to Wee***, the main character, Izzy, rattles through the gore of *Macbeth*, which her friends love, then moves onto *A Midsummer's Night Dream* (a character called Bottom is always good for a laugh), *Romeo and Juliet*, and then *Hamlet*, where the skull proves to be the centre of attraction. For children reading to themselves, the allusions to the original plays will give even seven year olds a notion of the stories and they certainly won't be put off.



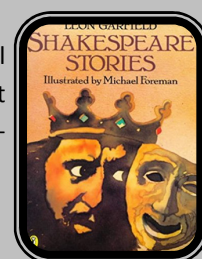
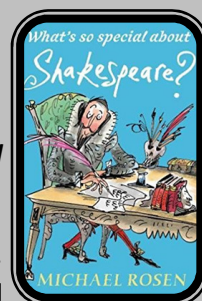
Mr. William Shakespeare's Plays features a series of gorgeous strip cartoon versions of *Romeo and Juliet*, *Hamlet*, *A Midsummer Night's Dream*, *Macbeth*, *Julius Caesar*, *The Winter's Tale* and *The Tempest*, all of which are set on the stage of the famous Globe theatre. Marcia Williams's dialogue boxes include quotes from the plays which make an excellent early introduction to the language of Shakespeare.

If anybody has doubts about why Shakespeare is worth remembering, Michael Rosen's ***What's So Special about Shakespeare?*** will provide all the answers.



This fantastic Shakespeare dictionary will be a great companion into secondary school. We have a copy in Year 5, which the children love hunting through to find unusual words and – inevitably – original and amusing Shakespearian insults!

Mr Lomas' absolute favourite Shakespeare book for children is Leon Garfield's beautiful retellings of the bard's most famous stories. Probably only really suitable for our oldest pupils, these stories are so expertly told, in wonderful, rich language and he can't imagine a better introduction, or indeed companion to the works of Shakespeare.



SATS

As you will be aware the children in Year 2 and Year 6 will be involved in statutory assessment tests in the near future. A positive and simple way to support your children while these assessments are taking place is to ensure they get enough sleep, some family outdoor activity and eat breakfast. If your child appears to be worried or anxious, just acknowledge their worries as normal feelings. You will not need us to tell you to let them know you are very proud of them because you know they always do their best at school.

Nurture Award

As part of our constant drive to value and develop the emotional well-being of the Welton family, we are currently taking part in the National Nurturing School Programme. We are currently coming to the end of the first year of the two year course, and are pleased to celebrate some of our successes. We pride ourselves on the nurturing culture of our school, and this is an opportunity for us to take stock of our successes and develop this area further.

The programme is based on the six principles of nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Most of our staff development over the last 6 months has been centred around the social and emotional well-being of the children and developing our understanding of how this impacts on the children's academic performance.

As part of this process, we have begun a new resilience building programme involving some of our Year 5 and 6 pupils, which will help them to explore their thoughts, feelings and behaviours with a view to building up their emotional resilience as they approach their transition to Secondary School and life as a young adult.

Our staff have begun to approach conversations with our children across school, in a more restorative style approach, which we feel will empower our children to reflect on their behaviour choices, empathise with how these affect others around them and become more independent problem solvers. These question stems help children to reflect on their behaviour choices in lots of different situations and you may find them useful to have to use at home.

What was happening?
What were you thinking?
What were you feeling?
What needs to happen next?

We look forward to sharing some of our next developments with you in our future newsletters!

