

13th September 2024

Dear Parents / Carers,

What a busy week it has been this week. The children have been very busy this week with their learning across the curriculum as you can see in the Flyer.

This week saw our first game in the Pele Trust Year 6 Football League. Well done to our team who won the first game 5-1 away against Belsay Primary School. A special well done to Matthew who scored a hat trick! The children played well as a team and were excellent ambassadors for our school.

Building upon the work we have been doing on our school vision we have been working with the children this week looking at spirituality. While this is an important part of what makes us who we are it is a difficult concept to explain in an easy way. We have decided upon a simple way of talking about it using the words 'in', 'out' and 'up'. Simply put this enables children to recognise 'spiritual' moments in their lives in terms of thinking about themselves, others and God / the divine / beyond.

For further information about this please see later in the Flyer or by [clicking here](#).

The School has updated our Child Protection and Safeguarding Policy in light of changes to Government legislation (Keeping Children Safe in Education, 2024). You can read the policy by [clicking here](#).

It was a pleasure to welcome Mrs. Humes, our new Pele Trust French teacher into School this week. I know that the children enjoyed her lessons and are looking forward to working with her.

Congratulations to all the winners from the Heddon Show. I saw lots of pictures on social media of our amazing art work and the School doing very well in the vegetable show.

I would also like to thank James for his very kind donation of £71 to the school. James works with his family each year to raise money for a variety of charities. For more information please see later in the flyer. Well done James, it is lovely to see our vision being lived out.

Well done to Year 2 with the best attendance this week: 99.2%.

Well done to Year 2 for the best attendance for this year: 99.6%.

I hope that you enjoy reading this flyer and have a relaxing weekend.

Mr. A. Wheatley,
Headteacher

Attendance Matters



ATTEND *today...*
ACHIEVE *tomorrow...*
ATTENDANCE *matters.*

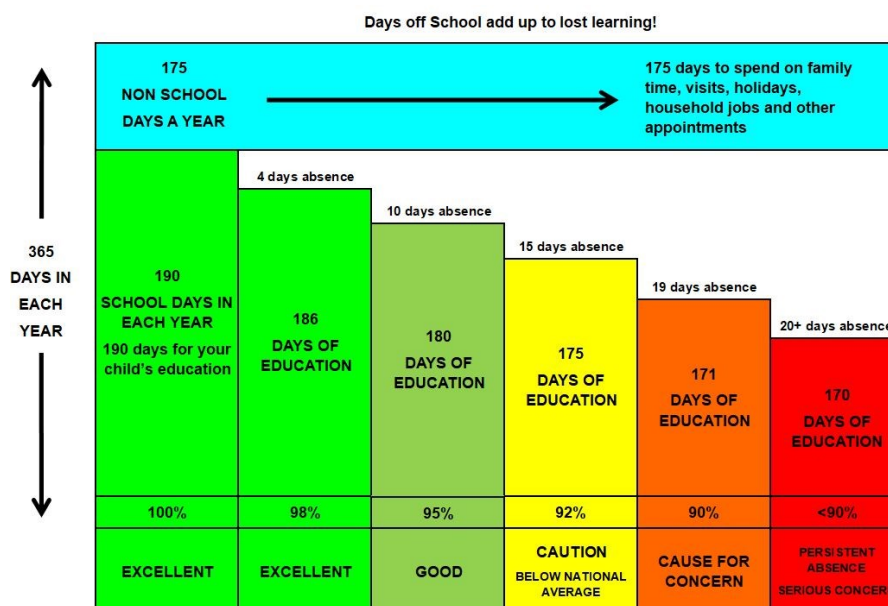


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	88.2%	94.1%	Year 3 (Gibside)	94.1%	96.3%
Reception (Owls)	94.8%	95.6%	Year 4 (Lindisfarne)	97.2%	96.3%
Year 1 (Wallington)	95.3%	97.5%	Year 5 (Bamburgh)	98.4%	99.2%
Year 2 (Cragside)	99.2%	99.6%	Year 6 (Dunstanburgh)	97.6%	98.8%

Please see the graphic below which shows the significant impact of absence over time.



'Whatever you do work at it with all your heart'



What another fantastic week we have all had in Nursery! We have loved continuing getting to know our new friends and exploring our classroom.



The Hedgehogs have loved exploring outside this week. We have been sharing stories, playing in the sand and looking for spiders!



We have enjoyed playing ring games in our hall together.

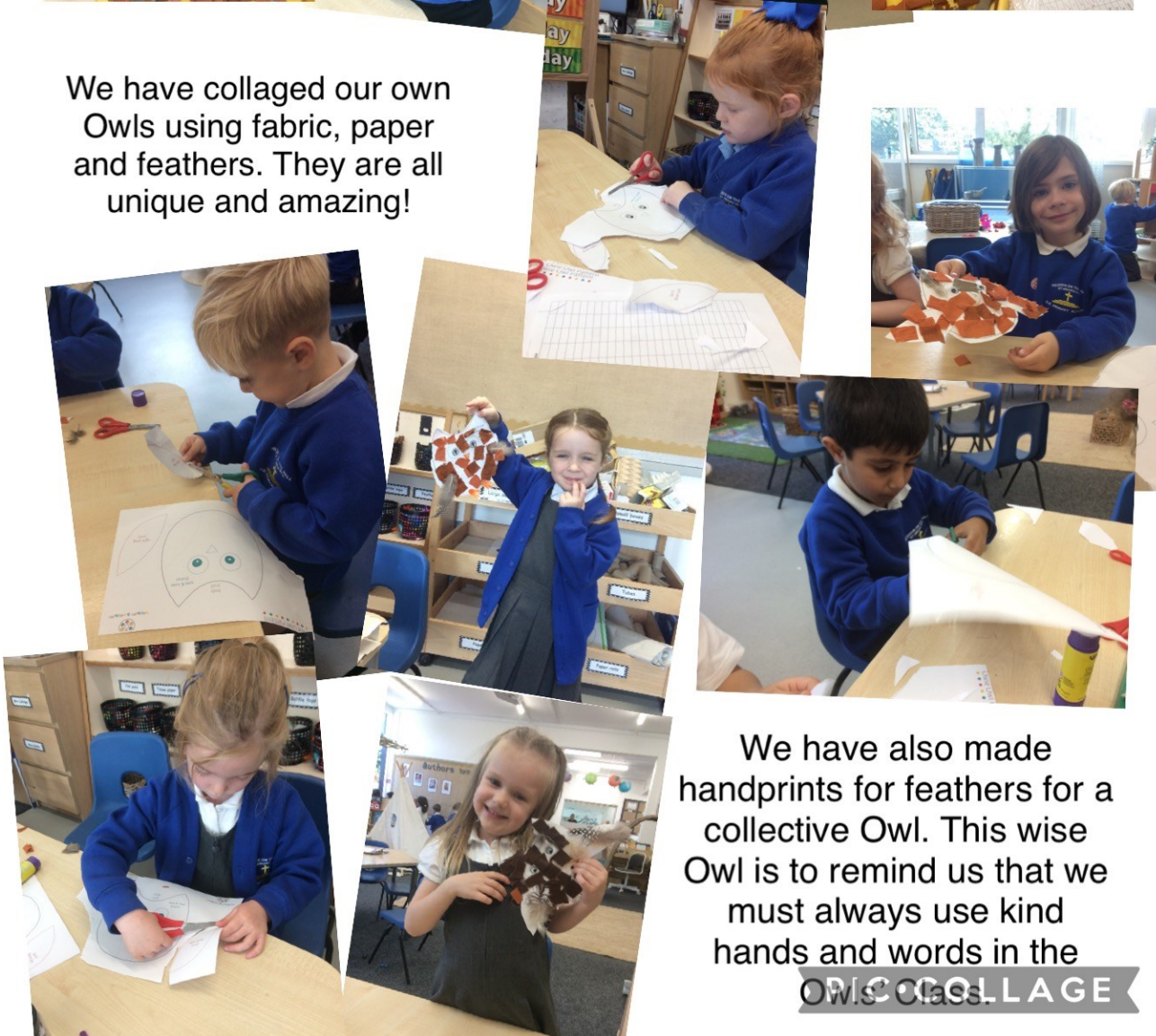


PIC•COLLAGE

This week we have been thinking about what it means to be part of the Owls' Class.



We have collaged our own Owls using fabric, paper and feathers. They are all unique and amazing!



We have also made handprints for feathers for a collective Owl. This wise Owl is to remind us that we must always use kind hands and words in the

Owls' Class. **OWLS' COLLAGE**

Exploring our Senses in Year 1

As part of our Science unit, looking at animals including humans, we have started to explore our senses. This week we have been looking at different textures and discussing how objects feel. We then grouped a selection of objects by their texture and explained why they were grouped that way. Great work Year 1!



Sending E-Mails with Year 2

Year 2 were focusing on online safety this week in Computing. They corresponded with Barnaby Bear by safely learning how to send emails - well done Year 2, you worked really hard with this task!



Washing Mucky Ducks in Year 3!

Forget about washing woolly mammoths (mostly because they are 13 feet tall and extinct)! Year 3 have been washing some mucky ducks. We used this lesson to explore imperative verbs: dunk, scour, sanitise, bathe, massage... Once our ducks were clean, we wrote sentences using imperative verbs. We are building a bank of knowledge to enable us to write our own instructions.



Whatever you do work at it with all your heart

Colossians 3:23



In PE this week we started our invasion games unit. We thought about the importance of keeping our head up as we run and dodge. We started our lesson in the sunshine on the yard then we got soaked in a hailstone storm and rushed inside!



PIC•COLLAGE

Character Descriptions with Year 5

We have had a very busy week in Year 5! We have been creating character descriptions based on the villain in our class text; 'Winter of the Wolves'. We have enjoyed creating expanded noun phrases and figurative language so that we can add more detail in our writing. Children in Year 5 have also had the chance to edit and improve their work this week!

Lesson with a character description

Success Criteria	Self-Assessment	Peer Assessment
I can use figurative language such as similes, metaphors and personification.	✓	
I can use expanded noun phrases	✓	
I can consistently use capital letters and full stops	✓	
I can use action to advance the scene	✓	

Oslof walked quietly into the village hall trying not to draw attention to himself. Everything stopped. Local villagers glanced inquisitively towards the kinless boy. Amongst the silence and vacant stares, Oslof noticed someone ahead of him and he could feel the tension.

The tall, hulky boy came right up close to him eyes fixed on Oslof. As he walked over to Oslof he thought Oslof was another weak farmer. His dark brown eyes looking like a black mamba but all eyes and gave them to him. He had a very colourful silver pompadour around his head. I had more to move back surrounding Oslof in a circle. It looked

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I can add and improve

Success Criteria	Self-Assessment	Peer Assessment
I can use figurative language such as similes, metaphors and personification.	✓	
I can use expanded noun phrases	✓	
I can consistently use capital letters and full stops	✓	
I can use action to advance the scene	✓	

Oslof walked quietly into the village hall trying not to draw attention to himself. Everything stopped. Local villagers glanced inquisitively towards the kinless boy. Amongst the silence and vacant stares, Oslof noticed someone ahead of him and he could feel the tension.

As a small boy entered the great hall, he felt nervous. He could see a tall, hulky boy staring at him. His face made Oslof shake with fear. He stepped into the great hall. Oslof's brown boots were being hit as he walked uncutably. The boy's face was so sour and mean that it looked like he had eaten 10 lemons all at once. The scary, stocky boy came towards him. "Hey," he said. "I never intrude myself." He stopped and thought to himself, "What's his name?" Oslof stopped and said, "It's me, I'm Oslof." The boy had a horrible grin and laughed like he was a bit

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Success Criteria	Self-Assessment	Peer Assessment
I can use figurative language such as similes, metaphors and personification.	✓	
I can use expanded noun phrases	⊖	
I can consistently use capital letters and full stops	✓	
I can use action to advance the scene	✓	

Oslof walked quietly into the village hall trying not to draw attention to himself. Everything stopped. Local villagers glanced inquisitively towards the kinless boy. Amongst the silence and vacant stares, Oslof noticed someone ahead of him and he could feel the tension.

The tall, hulky boy came right up close to him eyes fixed on Oslof. As he walked over to Oslof he thought Oslof was another weak farmer. His dark brown eyes looking like a black mamba but all eyes and gave them to him. He had a very colourful silver pompadour around his head. I had more to move back surrounding Oslof in a circle. It looked

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you know, his boots clung to his head and his legs but his feet were sticking out of his boots. The boots had a fur at the top looking like wolf fur. He had big muscular feet like a bear. He had arms the size of some of his seniors. His arms with the size of his head. And his right shoulder. His arm bent out and pushed Oslof like a pig's head to the floor. Which was a big red carpet of soft as his tunic with dead heads all up on the top of the hall. When he pushed Oslof to the floor he ripped the rug badly and they all started to get angry and mutters of what Wermund would do. But he gave and said for 2 sentences to Oslof. "You should be thankful to be winter wolves you better farmer peasant." He was going to push Oslof to the floor again because he got back up but he was a sudden! He said! Boy! Boy!

Friday 13th 5 September

Thursday 12th September 2024

Lesson with a character description

Success Criteria	Self-Assessment	Peer Assessment
I can use figurative language such as similes, metaphors and personification.	✓	
I can use expanded noun phrases	✓	
I can consistently use capital letters and full stops	✓	
I can use action to advance the scene	✓	

Oslof walked quietly into the village hall trying not to draw attention to himself. Everything stopped. Local villagers glanced inquisitively towards the kinless boy. Amongst the silence and vacant stares, Oslof noticed someone ahead of him and he could feel the tension.

As Oslof entered the great hall to get his share of food, he was met with a large, hulky man. He was wearing a multi-colored, ornate tunic. He had a serious expression on his face. He looked at Oslof and his hands were on his hips. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head.

Friday 13th 5 September

Thursday 12th September 2024

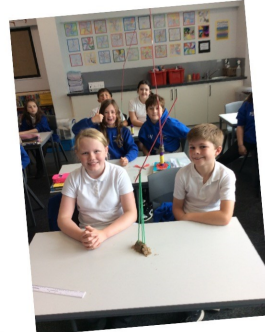
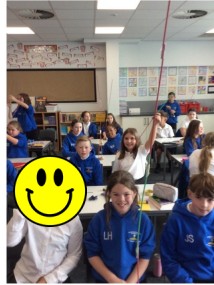
Lesson with a character description

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I can use action to advance the scene	✓	

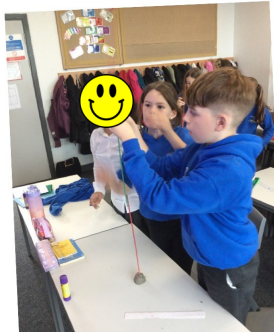
Oslof walked quietly into the village hall trying not to draw attention to himself. Everything stopped. Local villagers glanced inquisitively towards the kinless boy. Amongst the silence and vacant stares, Oslof noticed someone ahead of him and he could feel the tension.

The boy walked up to Oslof, his eyes staring and dark. He seemed to be the kind of a good up, but he was not. He was a hulky man. He was wearing a multi-colored, ornate tunic. He had a serious expression on his face. He looked at Oslof and his hands were on his hips. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head. He had a very colorful silver pompadour around his head.

Friday 13th 5 September



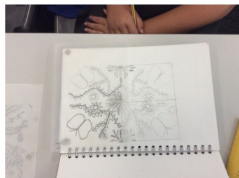
Amazing partner work in our RE lesson looking at building firm foundations.



PIC•COLLAGE



Showing amazing resilience learning a new tricky tracing technique. William Morris would be proud.



PIC•COLLAGE

Spirituality in School

Why Spirituality?

Spirituality is an integral part of what makes us whole and ultimately human. We encounter it each day in everyday encounters and our daily life. It shapes our way of being, how we live our lives and how we 'are' ourselves.

What do we mean by Spirituality?

Spirituality is unique to each individual and does not conform to being easily described. Its very uniqueness means that we do not want to force it into a single definition. Therefore we have taken Rebecca Nye's description of what Spirituality can look like:

Delighting in all things
Being absorbed in the present moment (just 'be-ing')
Not too attached to 'self' and
Eager to explore boundaries of 'beyond' and 'other'
Searching for meaning
Discovering purpose
Open to more?

How do we talk about Spirituality in school?

The language of Spirituality can be difficult and confusing. Therefore we have broken down how we speak about Spirituality and experiences into an understandable format. We have based this on a key passage of scripture; Mark 12:29.



“The most important commandment,” answered Jesus, “is this: ‘... Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’

Mark 12:29

For us Spirituality is seen daily in the everyday life of the school from excitement in play, asking difficult and ‘big’ questions of adults and peers, curiosity and wonder, experiencing and spending time outdoors in the environment and the joy and delight of life.

Spirituality is threaded through our school vision as an integral part of our whole school community loving themselves, others, learning and life.

Pele Trust Year 6 Football League Results - Game 1

Our first game was away to Belsay Primary School.

The team really enjoyed playing their first competitive match and came away with a great result. Well done everyone!



A 5-1 win to kick start the Y6 Pele Trust league. A special shout out to our hat trick hero Matthew!



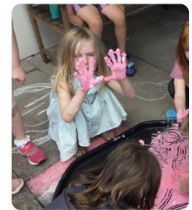
Many thanks to Heddon Juniors who sponsor our football strips.

Summer Fun with our Holiday Club

Out of School Club ran a special holiday club during the first two weeks of the Summer holidays.

The children had a great time taking part in lots of practical activities both inside and outside including going to the park.

Heidi's vinegar and baking soda volcano was not only messy but a real highlight!




The ABC Online Safety Checklist

It can be overwhelming to figure out where to start when it comes to keeping your children safe online.

In order to help parents and carers Internet Matters has created an online safety checklist.

You can find out more by clicking the image below.

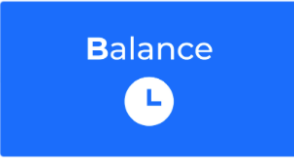


Activate

Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

[FIND A STEP-BY-STEP GUIDE](#)




Balance

Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

[LEARN ABOUT BALANCE](#)



Check

Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

[GET ADVICE BY AGE](#)

The ABC's have also been broken down by age to make sure that the advice is age appropriate. These categories are:

All ages; under 5's; 6-10, 11-13 and 14+.

You can download the ABC Safety Checklist by [clicking here](#).

To view different age categories please click the appropriate tab once you have followed the link.

Help Us Raise Money while you Shop!

The School is signed up to the Asda Cashpot for Schools.

If you shop at Asda and use the Asda Rewards app you can help raise money for school just by doing your shopping!

Opt in using your app and select our school to help us raise money to spend on the children.



Cashpot for Schools is our mission to support primary schools across the UK.

Every time you shop with Asda Rewards from 2nd September to 30th November, we will donate 0.5% of your total spend to a primary school of your choice. Plus, Asda will pop £1 into your school's Cashpot every time someone opts in.

Even more, Asda will get your school started with a further £50. To redeem this, make sure to shop & scan and remind your school to sign up with Parentkind.

For more info, please see our **Terms & Conditions**.

You won't give up any of your own earnings, and your Cashpot will continue to grow! **Shop. Scan. We donate!**



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lawri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



#WakeUpWednesday

The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>



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Dates for your Diary - Autumn Term



Wednesday 18th September 2024	Music Tuition with Mr. Reay begins.
Friday 27th September 2024	Welcome Service at St. Andrew's Church - 9.30am Early Years and Key Stage 1
Tuesday 1st October 2024	Year 2 visit to Hall Hill Farm
Tuesday 8th October 2024	Exploring God and the Big Bang at Newcastle Cathedral for Year 6
Wednesday 9th October 2024	Year 6 visit to Beacon of Light
Friday 25th October 2024	Early Years and Key Stage 1 Harvest Festival at St. Andrew's Church - 9.30am
Friday 25th October 2024	Key Stage 2 Harvest Festival at St. Andrew's Church - 10.20am
w/c Monday 28th October 2024	HALF TERM
Monday 4th November 2024	TRAINING DAY - SCHOOL CLOSED
Tuesday 5th November 2024	Nasal Flu Vaccinations - Reception - Year 6
Tuesday 5th November 2024	Parents Evening
Thursday 7th November 2024	Parents Evening

Dates for your Diary - Autumn Term



Thursday 5th December 2024	Choir Christmas Concert in School Hall at 5pm
Friday 13th December 2024	TRAINING DAY - SCHOOL CLOSED
Tuesday 17th December 2024	Early Years Nativity in School Hall at 10am
Tuesday 17th December 2024	Key Stage 1 Christmas Performance at St. Andrew's Church at 1.30pm
Wednesday 18th December 2024	Key Stage 1 Christmas Performance at St. Andrew's Church at 10am
Friday 20th December 2024	Key Stage 2 Carol Service at St. Andrew's Church at 9.30am
w/c Monday 23rd December	CHRISTMAS HOLIDAYS