



Wardley CE Primary School

'With God's love we enjoy and excel'

Newsletter

Spring Term Dates

February

- 05.02.24: Children's mental Health week celebrated in school this week.
- 06.02.24: Nursery class visit Swinton library.
- 06.02.24: Safer Internet Day in school.
- 09.02.24: 'Meet the Services' Drop-In Coffee Morning – 9am in the school hall.
- 12.02.24: Mid-term tests for the infant and junior children.
- 14.02.24: Y4 class visit to All Saints Church morning service -10am.
- 16.02.24: Ambition Day in school.
- 16.02.24: School closes for the half-term holiday.
- 26.02.24: School starts again after the half-term holiday.

March

- 01.03.24: Class curriculum leaflets published.
- 04.03.24: Y4 class visit to the River Mersey.
- 07.03.24: World Book Day celebrated in school.
- 11.03.24: British Science Week celebrated in school this week.
- 12.03.24: Y6 class visit to Crucial Crew.
- 14.03.24: International Maths Day celebrated in school.
- 15.03.24: Red Nose Day celebrated in school – non-uniform day.
- 18.03.24: Parents' evening from 3.20 – 6pm.
- 20.03.24: B-Tales Easter drama for the KS2 junior classes.
- 25.03.24: Parents' evening from 3.20 – 6pm.
- 25.03.24: Community Easter cards brought into school.
- 26.03.24: Nursery class Easter songs – 2.40pm.
- 27.03.24: Y1 class Easter songs – 9am.
- 27.03.24: Reception class Easter songs – 2.40pm.
- 28.03.24: Easter Service (Y2 – Y6) at All Saints Church - 10am.
- 28.03.24: School closes for the Easter holiday.

April 15.04.24: School starts again after the Easter holiday.

26.01.2024

Our school is part of Operation Encompass which is a national scheme that operates jointly between schools and police forces. Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has experienced domestic abuse. As a school we have ensured that two members of our staff, (Designated Safeguarding Leads) known as a Key Adult, have been trained in the Operation Encompass procedures allowing us to then use the information that has been shared, in confidence, to support the child/ren in our care. It means that we can better understand a child's behaviour and are therefore better placed to try and support that child in whatever way they may need or want. The Domestic Abuse Act 2021 identifies children who experience domestic abuse as victims of domestic abuse in their own right. We are keen to offer the best support possible to all our pupils and we have found that this system to be extremely beneficial for all those involved.

In the classroom this week The Y4 children really enjoyed their class trip to Quarry Bank Mill this week. They had a wonderful day exploring the historic mill, apprentice house and learning all about the lives of the children who worked at the mill as apprentices during the Victorian industrial revolution. They had lots of wonderful comments from the staff at the Mill about their excellent behaviour -well done Year Four! The information they found out from the visit will support the children with their history work in which they are looking to answer the question, 'Was the Victorian Industrial Revolution a Good Thing?' We look forward to seeing what conclusions they draw. There is a blog on the school website all about their trip out.

Weekly updates...

Jewellery

No jewellery or make-up is to be worn in school, with the exception of small stud earrings – not hoops. Please note stud-earrings must be removed or covered with plasters for swimming and P.E. If they are left in could you please send a plaster into school with your child that can be used to cover them.

Emotion Coaching

At Wardley, we empower children to develop emotional awareness and better manage their emotions through a strategic approach known as emotion coaching. In support of our community and parents, we are pleased to offer an emotion coaching training session on March 7th from 3:15 to 4:00 pm, followed by 30 minutes for questions and discussions. The session is going to be run by our school's educational psychologist. If you would like to attend, please reply to the survey which will be published on the School Spider later today.

Reading at Wardley

We are passionate about getting our children to become confident and successful readers. In our school, we use the Read, Write Inc. phonics scheme to ensure the children get off to a flying start with their reading. As the children become more confident readers, they then move onto books from our school reading scheme. In the juniors we use My Book Blog and Reading Plus to support the older children with their reading. An important part of getting the children reading is the partnership between home and school. We really appreciate all the support that you give to your children with their reading and it really does make a huge difference. We look to celebrate their achievements in school each week and it was wonderful to see the first of our children becoming a 200,000 Word Wizard on Reading Plus – well done Dakota in Y5! We are also always looking for ways in which we can help support you with reading at home. The reading section on our school website has been updated with QR codes for video clips that help with reviewing the RWI phonics set 2 and set 3 sounds at home. They really are fantastic short videos that we would really recommend to you. Here are some of the wider benefits of reading at home with your children:

1. Reading to children has a positive impact on their outcomes.

Research suggests that reading to children every day at a young age has a direct effect on their schooling outcomes. It has a significant positive effect on their reading skills and cognitive skills later in life. Reading to young children 6-7 days per week has the same effect as being almost 12 months older.

2. Reading exercises our brain.

Reading is a much more complex task for the human brain rather than watching television, for example. Reading strengthens brains connections and builds new connections.

3. Reading improves concentration.

Children have to sit still and quietly so that they can focus on the story when they are reading. If the read often, they will develop the skill to do this for longer.

4. Reading teaches children about the world around them.

Through reading a variety of books children learn about people, places, and events outside of their own experience.

5. Reading improves vocabulary and language skills.

Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking. If children read daily for fifteen minutes, in one year they will have read over one million words!

6. Reading develops a child's imagination.

As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play and help them develop as writers.

7. Reading helps children to develop empathy.

As children develop they begin to imagine how they would feel in that situation.

8. Reading is fun.

Reading research suggests that it makes you feel happier. Reading reduces stress, promotes higher levels of self-esteem and a greater ability to cope with challenges.

9. Reading is a great way to spend time together.

Reading together on the sofa, at bedtimes and visiting the library are just some ways of spending time together.

10. Children who read achieve better in school.

Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.

Throat Lozenges

We allow junior child to bring throat lozenges into school but they must have a school authorisation form, signed by their parents/carers, giving them permission to do so. The forms are available from the school office or the class teacher. If a junior child does have permission to bring in throat lozenges, then they must be given to the class teacher, who will look after them for the day. The junior children will be allowed to have up to three throat lozenges during the day, but only whilst they are sat down in class under the supervision of the teacher – not whilst they are moving around. Our younger KS1 infant and EYFS children are not allowed throat lozenges in school due to the potential risk of choking.

Reminders from the office

- If your child has been sent home with an NHS MMR vaccine form and you wish your child to receive the vaccine, please return this to the office as soon as possible as they are being collected next week.

Our Christian values and thoughtful time

Courageous Advocates

Our courageous advocates worship took place on Wednesday this week. Each term, we give the infant and junior children (who want to) the chance to take on the role of being a courageous advocate in our Collective Worship. Being a courageous advocate means that they take on the role of speaking to the rest of the school on a subject that they feel strongly about. We had three of our Y5 children (Danielle, Olivia and Lily) taking up the opportunity to be a courageous advocate; and they all chose to speak about the same theme – climate change! They were all brilliant advocates for this vital issue. The girls had all put a lot of effort into preparing their speeches and delivered them brilliantly. Well done!

Collective Worship Theme – Perseverance

This week in collective worship we looked at a story about the perseverance shown by Jane Tomlinson in her incredible fundraising work for charity. Our Y4 children have written a lovely prayer about perseverance:

*Dear God,
Thank you for teaching me perseverance,
Knowing how to speak up if I have a problem,
To help me always try my best.*

*Thank you for teaching me perseverance,
Showing encouragement to others,
And hoping to receive it in return.*

*Thank you for teaching me perseverance,
Helping me to never give up,
When faced with challenging times.*

*Thank you for teaching me perseverance,
Knowing that my best is always good enough,
And will help me achieve my dreams.*

Amen