

St Michael's Newsletter

Dear Parents and Carers,

Welcome to our new look newsletter! We will be sending a newsletter out once a term with updates about the curriculum, work we are doing towards our School Development Plan, spotlights on various people and parts of school life, dates for your diary as well as community events and anything else that is coming up.

We hope you will find this a good way of getting to know what's going on, what our priorities are as a leadership team as well as giving you some ideas to get involved with locally.

Tuesday 10th November was the day of our school review. This was a day where the Strategy Team from OCC worked alongside Mrs. Leyshon-Brady, Mr. Mottram and the governors to review the progress the school has made. It was a great opportunity to talk about and demonstrate how the school is now and how much effort is going into ensuring the children are experiencing engaging learning. It was agreed that as a school we have made huge progress and no longer require the direct support of the local authority. This is a great achievement and is a real demonstration of how hard every single child, member of staff and yourselves as parents are working to support our school.

Dates for your diary

W/C 30th November – Christingles

2nd and 3rd December – Parents Evenings. Separate guidance sent.

6th December at 6pm – Doorstep Christingle

W/C 7th December – Christmas Art Week

16th December – Christmas Dinner and Christmas Jumper Day

18th December – End of term. Finish at 1:15pm

5th January 2021 – Start of new term

Have a lovely weekend,

Hayley Leyshon-Brady and Grant Mottram

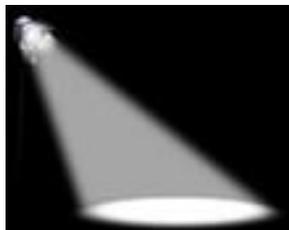
Co-Headteachers



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Spotlight On...



This week the spotlight is on... Mrs. Leyshon-Brady and Mr. Mottram!

Grant Mottram

Although it feels like I have been a teacher forever I have been privileged to have a varied career. I started out as a teacher but left and went into business, first for other people but eventually for myself and ran two companies for about 10 years. I returned to teaching after selling my businesses and moved to the UK with my wife, two daughters and a son.



We lived in London for a year and then moved out to South Oxfordshire where I taught at a private school for a while before completing my Masters in Education and moving to headship. I led three schools over 16 years before coming to St Michael's and I have enjoyed every minute!

I am passionate about sport, especially rugby (I had to stop playing some time ago!) however, I play league tennis, a bit of golf and I enjoy outdoor swimming.

Hayley Leyshon-Brady

Having grown up in a small village on the outskirts of Torquay I moved to Oxfordshire when I began my teacher training in 2003. I have been fortunate enough to have worked in a wide variety of schools from small one form entry primaries to large two form entry schools in multi academy trusts.



Before realising that I wanted to be a teacher, I worked for Sure Start as a playworker and family support worker in Paignton. This is where my love of all things Early Years and learning through play really began. Having spent time as an Assistant Head overseeing Early Years; I am really excited to bring my love of all things play to headship!

With two small boys at home, our weekends are often filled with trips to anywhere that has trees to climb, puddles and most importantly – sticks!

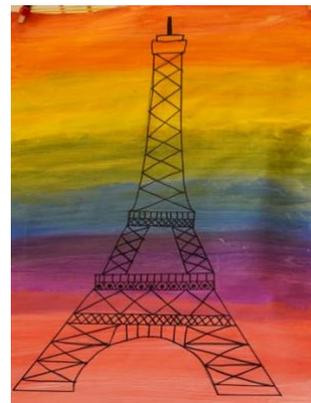
Curriculum Update!

We have been working really hard on the curriculum we offer at St Michael's. We are really proud of the curriculum we have developed as it really does reflect our children, our school and our community.

We have reviewed each topic to ensure that there are links to Steventon and Oxfordshire wherever possible, that it is inclusive, diverse and relevant to the children we are teaching. Ultimately, our main aim is to inspire a love of lifelong learning. It has been wonderful to see the children really engaging with their learning again this term. The topics have been really carefully planned, with links being made to really bring the subjects to life.

Year 6 Projects

Year 6 have taken on an independent project based approach to their learning this term. In their geography driven unit, Around The World in 80 Days, they each chose a country to explore. Miss Clark gave them a mission list and the class have chosen how and when to complete each task. The quality and quantity of work has been incredible; we are clearly growing a class of talented artists and coders!



Elm Chocolate Day

Elm Class are now Level 10 Chocolatologists! As part of our Chocolate Apprentice Topic this term, Elm class had a visit from the Ministry of Chocolate! It was an amazing day where the children learned about the history of chocolate, how it is made, fair trade and how the rainforests around the world are impacted by deforestation. The children also enjoyed designing and making some chocolate treats too!



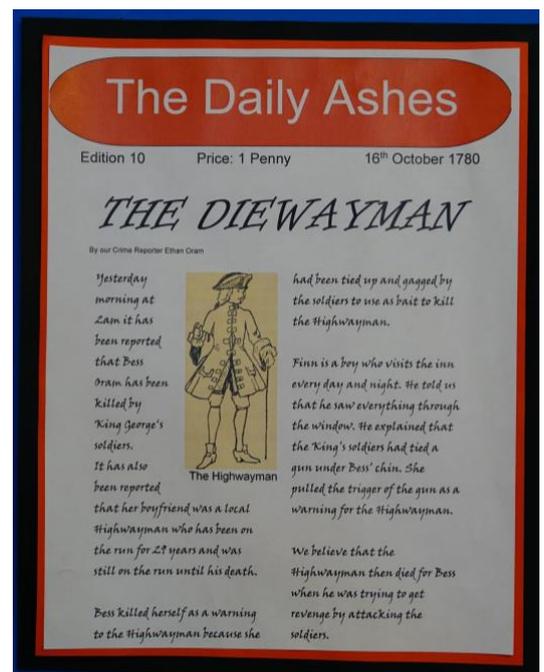
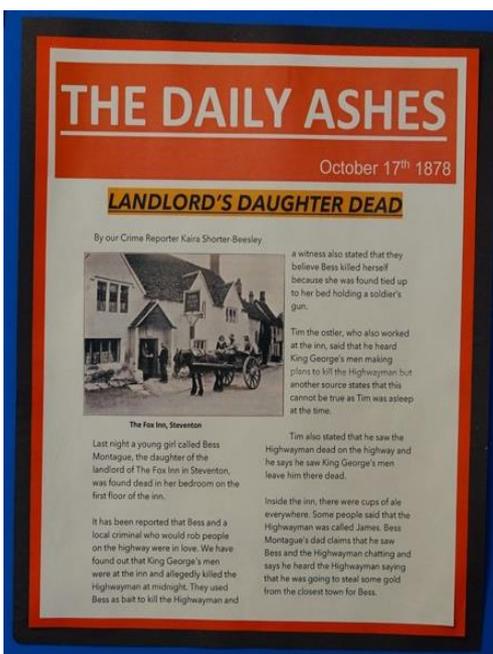
Curriculum Around School

Maple have been learning the story of Lost and Found. They used their story map to retell the story in their outdoor area.



As part of their Winter Wonderland topic, Rowan have been looking at the arctic. They have learnt about the animals that live there and how they are adapted to living in the snowy conditions. They have found about the physical geography and even created some Northern Light art to go with their story telling linked to the book *The Rainbow Bear*.

Ash learnt about the Highway Man last term. They explored the poem looking carefully at the language, investigated historical crimes using real life sources and then turned their learning into a newspaper report.



School Development Priorities

Below are just some of the things that we are working on to ensure that the children in our school receive they very best.

1. Improve the quality of writing in Key Stage 1 and Key Stage 2

The key to good writing is a well balanced, well rounded and inspiring English curriculum. Good writing does not happen in isolation. Teachers have worked with an English Consultant to plan exciting learning journeys that will take children through a rich text looking at vocabulary and language use. This will then take them through a planning stage for their own writing using real examples of the text as well as using techniques such as storytelling and mind mapping to really get to grips with the text. Children are expected to build up their writing stamina in a range of contexts including writing for real audiences.

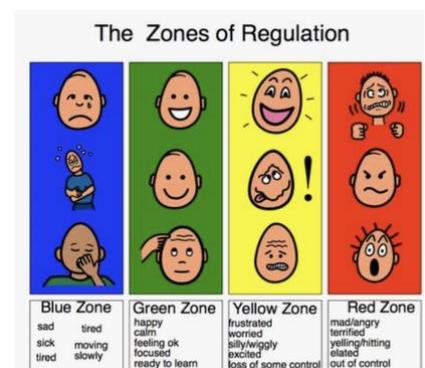
2. Continue to review and refine the Curriculum offer for children at St Michael's

Teachers have been working hard to ensure each subject has good coverage across the year, that the children have the opportunity to revisit knowledge and skills and that each topic taught is diverse and inclusive and more importantly that each and every child can see themselves represented in our learning. We are currently piloting an assessment framework to ensure we know how well each subject is taught and to give us the tools we need to continually improve our teaching.

3. Continued work on Zones of Regulation to support pupil's emotional understanding and resilience

We will be building on the excellent work started by Mrs. Sellers and really embedding the Zones of Regulation into school life. The four zones enable children to articulate how they are feeling and to use strategies to help them de-escalate. The Zones of regulation complement our behavior policy and are at the core of every conversation about behaviour and our readiness to learn.

Our behaviour policy follows a very simple process of Reminder > Warning > Time Out. There is the opportunity to start again at the end of each lesson, however if a child's behaviour does not improve, then a phone call home will be made. We ask you to reinforce the expectations at home and discuss the zones of regulation to help support your child further.





National Tree Week 28th November – December 6th

Amazingly, the week after next is National Tree Week. This just happens to coincide with our school being granted more than 100 tree saplings to plant on our school grounds.

We are hoping that every class will be able to take part.

What is National Tree Week?

National Tree Week is the UK's biggest annual tree celebration.

It was originally called Plant A Tree in '73, and started in (you guessed it!) 1973 in response to Dutch Elm Disease - a tree disease that stops them from getting water properly. It's all about getting lots of communities to do more to help their local environment by planting as many trees as they can.

How did National Tree Week start?

In 1973, there was a big problem with a disease called Dutch elm disease, which was killing lots of elm trees around the UK. In response, a campaign was started by Sydney Chapman and Peter Walker, two members of parliament who thought something needed to be done. It was originally a year-long campaign called "Plant a Tree in '73" which encouraged people in the UK to plant as many trees as they could across the year.

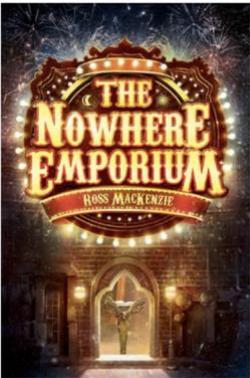
It went so well that the next year 'The Tree Council' group was born to keep encouraging people to plant trees. Except now, instead of working over a whole year, we have National Tree Week every year at the end of November.

It starts in November because this is when the tree planting season starts, it's best for them to be planted as it's starting to get cold. Even though the event only lasts for one week, tree planting season lasts right up until March.

"To plant a tree is to believe and hope in tomorrow"

The Book Nook!

In each newsletter we will be sharing some of the books we are reading in school or books that we love. If you or your child would like to recommend a book they have recently read then please email the office with the title, author and a short synopsis and we will include it in the next newsletter.

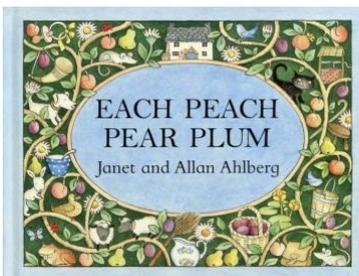
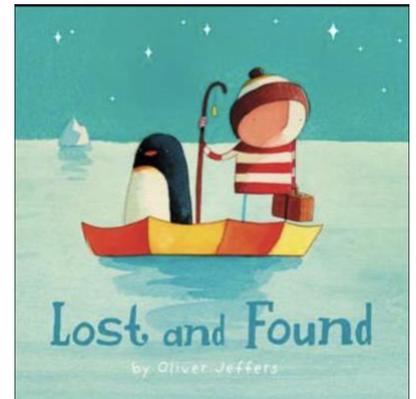


Miss Clark recommends... *The Nowhere Emporium* by Ross MacKenzie

A mysterious shop appears in Glasgow. When someone enters, they leave and completely lose their memory of what was inside! Daniel, an orphan, stumbles upon it and is drawn into a world of magic and enchantment.

Mrs Satchwell recommends... *Lost and Found* by Oliver Jeffers

My favourite is *Lost and Found*. When a penguin turns up on a boy's door he wants to help him find his way home. But is that what the penguin wants? Is that what you wanted?



Mrs LB recommends... *Each, Peach, Pear, Plum* by Janet and Alan Ahlberg

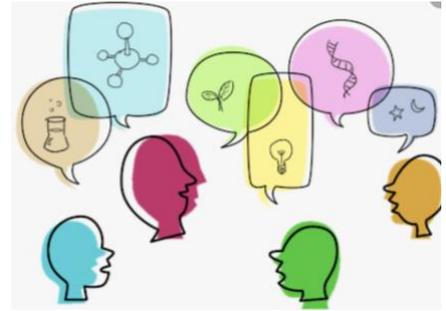
A firm family favourite in our house! This lovely rhyming story is great for little ones and big ones alike. Lots of familiar faces to spot and subtle clues to find along the way.



This Year's Christmas Plans!

- ❄️ **Christingle** – Mrs. Jenkinson has been working closely with the Church to find a way for us all to take part in the Christingle this year. They have come up with the fabulous idea that all of the children will make a Christingle in school next week. They will bring it home in preparation for a 'Doorstep' Christingle at 6pm on the 6th December. It would be really lovely if you could upload to Google Classroom or Tapestry, any photographs of your family doing this so that we can create a display in school. Please also encourage your neighbours to do the same to create a really wonderful event in our village.
- ❄️ **Christmas Art Day** – Again, Christmas Art Day will look slightly different this year. Children will stick in their bubbles to create some wonderful Christmas Art rather than move around the school. Classes will decide when they will do their art but it will be during week commencing 7th December.
- ❄️ **Christmas lunch and Jumpers** – Christmas lunch day is Wednesday 16th December. Children can wear their Christmas jumper with their school uniform. In addition, children can wear their Christmas jumpers (instead of their school jumper) all week during the last week of term (week beginning Monday 14th December). If your child doesn't have a Christmas jumper, children are welcome to wear a Christmas item (piece of tinsel; Christmas hat; reindeer antlers or a Christmas t-shirt)
- ❄️ **Christmas Cards** – in light of our current COVID control measures, we are asking that children do not send each other individual Christmas cards this year. If your child wishes to send a Christmas card to the whole class, then this would be lovely.
- ❄️ **Last Day** – Last day of term is Friday 18th December, early finish at 1:30

Communication



To report your child's absence then please call the office on 01235 831298 or email office@st-michaels-pri.oxon.sch.uk

If you receive a positive COVID test result at any point, please email Mrs. Leyshon-Brady and Mr. Mottram on head.3241@st-michaels-pri.oxon.sch.uk directly.

Please remember that for any queries about your child's learning then your first port of call is your child's class teacher. You can contact them on the Gmail email address.

Communicating With You

Communication is the key to our success. Here is how you can expect us to communicate with you.

- Class teachers will send a termly class newsletter to let you know what your child will be learning over the term. This will also be available on the class pages of the website and GoogleClassroom.
- Mrs. Leyshon-Brady and Mr. Mottram will also send a whole school update newsletter once a term.
- Additional information throughout the term will come via the office.
- GoogleClassroom will be used to share these class specific letters, photos of things the children have been learning and any class notices.
- Early Years teachers will share children's learning using Tapestry.
- The School website is currently being revamped! This will be your go to place for whole school information, copies of termly newsletters etc
- If a teacher needs to contact you directly, this will usually be done via phone or email.

Please ensure that you inform the office of any changes to the contact details of anyone registered to collect your child. This includes mobile numbers, home addresses and email addresses.

Pupil Premium Funding

What is the Pupil Premium?

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers.

Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Is my child eligible?

All children who currently qualify for free school meals based on their family circumstances are entitled to pupil premium. This applies if you receive any of the following benefits:

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

Children who are or have been in care, and children who have a parent who is or was in the armed forces, are also entitled to pupil premium.

In addition, pupils who have qualified for free school meals on the above grounds in the past, but are no longer eligible, continue to receive pupil premium for the next six years.

If your child qualifies for free school meals or has at any point in the past six years, it's important that you let us know – even if they're in Reception or KS1 and receive universal school meals for infant pupils, or are in KS2 and take a packed lunch – as this enables us to claim pupil premium to support your child in school.

I think my child is eligible, what do I need to do now?

Please speak to a member of the office team if you think your child may be eligible for Pupil Premium funding. They will be able to provide you with additional information and let you know of any documents required.

Safeguarding – What you can do



Parents and carers play a vital role in safeguarding children in their community. If you have any worries or concerns about a family or child, no matter how small, you can raise it with the school safeguarding team, contact the office or get advice from the Multi Agency Safeguarding Hub (MASH). This safeguarding hub seeks to enable the sharing of information so that risks to children can be identified at an early stage. It is a link between universal services, such as schools and GPs, and statutory services, such as police and social care. If you have a concern about a child, please call MASH on 0345 050 7666.

This website is a useful place to find out about lots of support and information about a range of issues that may be worrying you:

https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner_toolkit.page

