

Springfield Community Primary School Newsletter

Spring 1—Friday 10th February 2023

Headteacher's message	<p>Dear families, thank you for your support this half term. It has been a busy six weeks with workshops, trips, and lots of rich learning. I hope you have been able to visit your child's classroom for our 'open classrooms' celebration this afternoon.</p> <p>This week, many of our Year 6 children have enjoyed a residential trip at Kench Hill in Kent. They have been incredible ambassadors for our community, representing Springfield's six Commitments in every challenge they have taken. We are so proud of their confidence and positivity throughout this trip. They have made memories that will last a lifetime.</p>
Communication	<p>Please do take the time to read through the half termly curriculum letter your child's class teacher has shared this week. It is an opportunity to find out what your child will be learning next half term, and to inspire them about the challenges in store. Curriculum Visions is a great place to go if your child is eager to do some research over the half term.</p> <p>Please look out for a Spring families survey shared via text link. In order to continue to be responsive to our community, we are seeking your feedback. Thank you in advance for sharing any comments, questions and suggestions. We hugely value your participation.</p>
Commitment of the half term	<p>The Commitment we are focusing on next half term is Build Confidence. The PSHE focus next half term is <i>Healthy Me</i>. This includes our physical and mental health and wellbeing. As part of this, we will focus on instilling our children with a sense of positive self-esteem and self-confidence. We are committed to teaching all of our children how to take pride in themselves as individuals and how to feel confident in their appearance, their unique qualities, their interests and abilities and the power of their voice.</p>
Families and School Association	<p>Thank you for sharing expressions of interest in our FSA. Our first Committee Meeting will be held on: Friday 3rd March at 4:30pm</p>
E-Safety	<p>E-safety</p> <p>On Tuesday 7th February, we celebrated Safer Internet Day. Children participated in an assembly reflecting on how to stay safe online. See here for more information from the Safer Internet Centre. https://saferinternet.org.uk/guide-and-resource/parents-and-carers</p> <p>Over the holidays, children may spend time online for learning or leisure. Please supervise your child online (on phones, tablets, laptops and PCs) to keep them safe and talk to them about what do if anything makes them feel uncomfortable online. Find the e-safety SMART rules we teach here: https://www.childnet.com/ufiles/SMART-rules-poster-A3-Free.pdf</p>
Earthquakes in Turkey and Syria	<p>We have been horrified by the news of the devastating earthquakes taking place earlier this week in Turkey and Syria. Our thoughts are with all those affected, in particular families in our school community. Hackney Education have issued this statement of solidarity with all those impacted:</p> <p><i>"Hackney is home to one of the largest Turkish and Kurdish populations in the country, we have also more recently welcomed refugees from Syria; and we know many of them will be anxious for family and friends in the region, and devastated by the impact of the disaster. We stand with you - and think of all those grieving at this terrible time."</i></p> <p>The following organisation has been suggested by a member of our community if you would like to make a donation: British Alevi Federation. Account details: London Alevi Cultural Centre & Cemevi, Account No: 60570966. Sort code: 20-46-60. Ref: Earthquake</p>



<p>Spotlight on Attendance</p>	<p>As part of our approach to promoting and celebrating positive attendance, we are sharing the class averages this half term. The arrows indicate the trend in attendance in each class. We are concerned that rates are continuing to drop across many of our classes.</p> <p>Acorns (N): 91.2↑ Cherries (R): 90.7↓ Chestnuts (Y1): 94.8↑ Birch (Y2): 93.6 ↓ Holly (Y3): 94. ↑ Willow:(Y4): 97.1↑ Elm (Y5): 93.7↑ Oak (Y6): 94.5↓</p> <p>We will advise parents of a child's overall attendance levels at least once a year. This will usually include a percentage attendance figure.</p> <p>Achieving 90 per cent in an exam or test is a fantastic result but if your child is at school for only 90 per cent of the school year then they will have missed 19 days - almost four whole weeks of school. For primary-age children, this can mean almost 120 guided learning hours. This is a big gap for any child to make up.</p> <p>The expected level of attendance for Hackney school children is <u>at least 95%</u>. Our school target for attendance is 96.5%.</p> <p>Being punctual is as important as good attendance. Our soft start means that pupils need to arrive on time between 8:45-8:55am and unless they attend clubs, be collected promptly at 3:30pm. Any children arriving after 8:55am, or picked up after 3:30pm will be given a late warning.</p>
<p>School Uniform</p>	<p>Our school policy is that all children should wear a school uniform. The basis of our approach is that wearing our Springfield uniform underpins a sense of belonging to our school and a feeling of pride. We have thought carefully about a uniform which is practical and smart, is not distracting for children, engenders a sense of equity amongst children and is affordable.</p> <p>We have the following expectations for uniform:</p> <p>Uniform: grey trousers, skirt or pinafore, a checked green dress in summer, a green school sweatshirt and a white polo shirt . Black school shoes (not trainers or branded shoes) - please avoid shoes with laces if they are not yet able to tie shoelaces themselves.</p> <p>PE kit: green shorts or grey/black tracksuit bottoms, a white t-shirt, a green school jumper and trainers (appropriate for physical activity not a fashion item) or plimsolls.</p>
<p>Emotions Coaching</p>	<p>We use an emotions coaching approach as part of our approach to managing behaviour. As it offers practical steps for responding to behaviour. It is an evidence-based approach which supports the development of positive behaviour, resilience and well-being in the community. It is linked to key attachment concepts, such as the importance of connection. Adults at Springfield are trained to follow the four steps for co-regulation in a situation where a child is dysregulated (not feeling green on the Zones of Regulation) and making negative behaviour choices linked to this. The aim in employing this strategy is to de-escalate a situation and support a child to support a child to regulate so they can make positive choices.</p> <p>Co-Regulation</p> <p><i>Step 1:</i> Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')</p> <p><i>Step 2:</i> Validating the feelings and labelling ('This is what is happening, this is what you're feeling')</p> <p><i>Step 3:</i> (if needed): Setting limits on behaviour ('We can't always...Sometimes...')</p> <p><i>Step 4:</i> Problem-solving with the child/young person ('We can sort this out')</p> <p>We encourage our families to use these strategies at home to build confidence and help our children to gain more independence in using regulation strategies themselves.</p>

Trips

Reception Cherry Class—Julia Donaldson film night



We have been reading *The Gruffalo* in our Literacy Unit and had our Gruffalo movie night to explore the story further. We wore our pyjamas, drank hot chocolate and ate crunchy popcorn! We understood the story in a new and different way by watching the film. The following few days we drew and wrote about the Gruffalo. We then went on to think of and create our own imaginary animals.



Year 5 Elm Willow—William Morris Gallery and Ragged School Museum Visits

Elm team travelled back in time to the Victorian Era this term and we have had two wonderful, immersive trips that have truly helped us understand how the Victorians lived, and the significance of the changes that happened during this period. We first visited the William Morris gallery, which gave us great insight into how and why Morris created the wonderful printing he is so well known for, and how his inspiration started during the Victorian Era. We then spent an afternoon in a Ragged Victorian school, where we experienced exactly what it would have felt like to be a school child during this time. (After that - we are so glad to go to the school we do today!). Both experiences helped us understand so much more about how the Victorians lived and the changes they made. This inspired us in our History, Writing and Art this term.



Year 3 Holly Class—British Museum Visit

This term, Holly class travelled back more than 3000 years to the land of the remarkable Ancient Egyptians, all with the help of the enriching team at the British Museum! They dived into the Valley of the Kings and discovered the artefacts that lay within these incredible tomb walls. They drew on their fascinating knowledge of the Ancient Egyptian traditions and beliefs to analyse the evidence in front of them, answering questions such as: why did they fill their tombs with treasures when they died? Where did they go after death? Through images of tomb walls and the help of 21st century green screens, Holly team were also able to create their very own tomb paintings to take through to the afterlife!

