



FPS Newsletter

Friday 13th September 2024

Notices & Information

Welcome to another week at Fullwood where we are settling nicely into the Autumn term. We now know all our learning journeys now and are finding out what is still to come this half term. Read on to find out what is coming next week.

Meet the Teacher Reminders

The dates and times for these meetings are as follows:

- LKS2 (Years 3&4) - Friday 20th September, 9.15-9.45am
- UKS2 (Years 5&6) - Friday 27th September, 9.15-9.45am



These meetings will be held in the school in the small hall. Presentations will be posted on the website if you are unable to attend the meeting for your child.

school

Jeans for Genes Day

Jeans for Genes Day is something that has become a 'must' for us at Fullwood. This year Jeans for Gene Day will take place on **Friday 20th September**. Your child can wear jeans to school, with the usual school shirt and jumper and make a donation of 50p - £1 to help support Jeans for Genes Day. Please send in donations in an envelope with your children.



Our Curriculum Drivers 2024-2025

Thank you for your responses to the curriculum drivers questionnaire in the summer term last year. After reading your responses, alongside teachers', governors' and children's views and our own evaluation of our school, we will be working on the following drivers this year;

The Great Outdoors

The aim of this driver is to open children's minds to all that our outside environment offers us in terms of health, well-being, excitement of new experiences and learning to overcome challenges that the natural world provides. We aim to extend our 'outstanding' provision beyond the classroom and into our school, local and national environments. This will be achieved through lessons being delivered outside to specific skills being taught through outdoor adventures activities and PE lessons.

We want our children to move away from screens and understand and embrace all that the great outdoors offers them.





Eloquent & Articulate

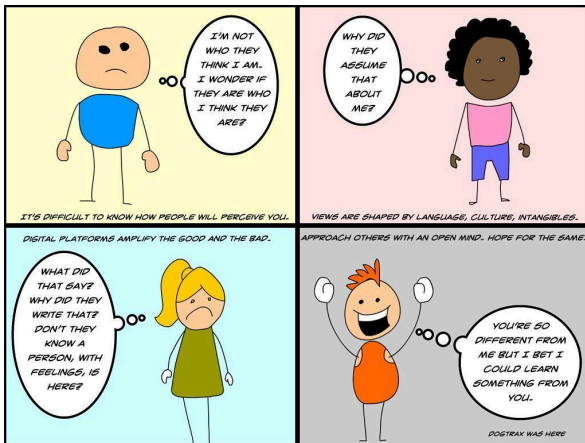
In an age of technology and changes in language used to simplify our communications, it is too easy to allow this shorthand to seep into everyday conversations and real life dialogue. This driver aims to teach children the importance of clear and precise articulation and how to achieve it. We want our children to have a wide vocabulary base and use this to express their views and opinions, including their feelings and emotions. We also want our children to be

interesting and thoughtful to engage with, knowing that the building of good relationships is fundamental to future success.



Understanding 'Me' & Respecting 'Us'

In recent years the increased focus on mental health and well-being, combined with the increased use of social media and ease of availability of most things, has tended to lead adults and children alike to think about their wants and needs as part of an overall picture of their own well-being. We know that well-being does not stop with our needs being met, it starts with our needs being met and the route to happiness is to be in service of something greater than ourselves, being part of a positive community and overcoming challenges to improve ourselves. Our children can only achieve this if they understand that life is not 'Me! Me! Me!' but 'Me' and then 'we!' and this in turn can only happen if we understand who we are, how to regulate ourselves and learn to respect and support others to meet their needs too.



Zones of Regulation

You may find that over the following term, your children come home with a new way of talking about their feelings and how they manage them. As part of our ongoing commitment to improve emotional literacy and emotional self-awareness, we will be implementing the Zones of Regulation throughout the school from nursery to Year 6.

The Zones of Regulation is an internationally renowned programme which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

We want to teach all our children good coping and regulation strategies so they can help themselves when they experience difficult situations in and out of school. Teaching them how to cope with these feelings might improve their ability to tackle learning challenges and build better resilience so they don't give up so easily.

Teaching children at a young age about managing their feelings will support them in later life and enable them to choose positive coping strategies to boost mental and physical wellbeing. The children will learn that everyone experiences all the Zones at one time or another and that no Zone is bad.

We aim to help children to:

- Recognise which Zone they are in and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them, a 'toolkit'.

What are the different Zones?

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

We are teaching the Zones through our PSHE curriculum. We will also be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher.

Watch this space for further information on parent workshops later on in the term that will help you help your child use The Zones of Regulation at home.



Whatsapp Groups

Most of you will have joined a Whatsapp group for your child's class or year group to help you organise and coordinate different events and learning in your child's school life.

These groups are great for last minute reminders or those quick questions like, 'When is that homework due?' or 'Where can I buy that ticket?'. They also allow you to share some ideas for supporting your children at home.

However, we would ask that you be mindful of the messages that you post on these platforms as they are public forums and as such, are quite often seen by members outside of that particular group. There were several occasions last year where school adults were shown very negative and offensive messages about themselves by parents of the school community, who were concerned about the posts they were reading on their chats. As you can imagine, our staff were upset in reading these and this, in turn, presents an obstacle in our home school partnership.

We understand that situations can become frustrating but ask that you contact the school in the first instance when you are concerned about any aspect of your child's school life. Whatsapp groups are great for listening but cannot act to help you in school. It will be the school that will be able to listen to your concerns with a view to resolving them. Even if we may not be able to help you or change policy as you may have requested, we can explain our rationale and try to find a compromise to the situation.

If you have any concerns, please speak to your child's class teacher in the first instance. They may signpost you to, or involve the phase leader. Phase leaders will involve senior staff as needed. Senior staff are also available in the playground before and after school each day. The order of concern escalation is as follows:

Class Teacher (in the first instance)



Phase leaders - EYFS - Miss Jones (C2), KS1 - Mr Sadler-Farmer (C5), LKS2 - Mrs Hall (C10), UKS2 - Miss Ali (C14)



Deputy Headteacher (Mrs Bateman) / **Assistant Headteacher** (Mrs Cilimkovic)



Head of School (Mr Ward)



Writer of week

Celebrate Writing

<i>Class</i>	<i>Writer of the week</i>	<i>Class</i>	<i>Writer of the week</i>
<i>nursery</i>	<i>Alex</i>	<i>C8</i>	<i>Ayyub</i>
<i>C1</i>	<i>Rayn</i>	<i>C9</i>	<i>Hartej</i>
<i>C2</i>	<i>Olivia</i>	<i>C10</i>	<i>Shathurvika</i>
<i>C3</i>	<i>Ayesha</i>	<i>C11</i>	<i>Shazeb</i>
<i>C4</i>	<i>Janvi</i>	<i>C12</i>	<i>Safiyyah</i>
<i>C5</i>	<i>Kabir</i>	<i>C13</i>	<i>Yaseen</i>
<i>C6</i>	<i>Clara</i>	<i>C14</i>	<i>Sara</i>
<i>C7</i>	<i>Zak K</i>		

Gold Awards

Children at Fullwood receive Gold Awards for excellent behaviour and attitudes to learning and for acts of kindness and support in our community.

<i>Name</i>	<i>Class</i>	<i>Reason for Gold Award</i>
Khadija	6	for being caring and showing kindness towards another child
Sabirah	3	Great role model and uses her initiative to support others
Prisha	3	Great role model and uses her initiative to support others
Husnain	3	Great support and being kind to other children
Maria	9	For being kind and thoughtful to others by sharing.
Zakaria	13	For taking the time to help his peers with sewing.
Zoyah	9	For being considerate and helpful towards others.
Layth	8	For showing such positivity when complimenting another child's work.
Divinegrace	8	For showing kindness and concern for others.
Musa	8	For going above and beyond what is expected.
Shaneli	8	For going above and beyond what is expected.
Azaan	3	Always polite and uses kind words to peers and adults
Rhanveer	3	Positive attitude to work and willing to help others
Ishani	3	Positive attitude to work and willing to help others

Zakariya	3	Honest; happy and keen to support others
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Attendance Star' Class

Remember to ensure your child is at school every day and that he/she is in school ready for our soft start from 8.50 am to 9.00 am at the latest. This is time for your child to review their work in books, respond to their teacher's marking and read and complete early work activities.

The class with the best attendance each week will get the star which will be displayed in the main school hall. The class with the most attendance stars at the end of the year will receive a surprise fun trip as a reward for excellent attendance.

Class	Attendance	Class	Attendance
Class 1	100	Class 8	95.8
Class 2	100	Class 9	90.1
Class 3	95.4	Class 10	99.6
Class 4	96.5	Class 11	96.9
Class 5	98.5	Class 12	100
Class 6	96.1	Class 13	95.4
Class 7	97.6	Class 14	83.3

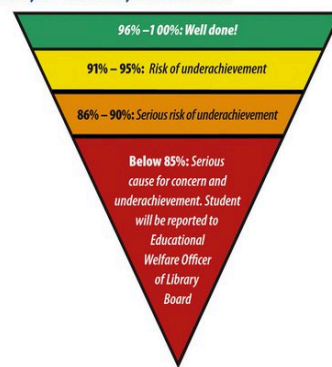
Well done to classes 1, 2 and 12 with 100% attendance this week. **Our whole school target is 97%**

EVERY SCHOOL DAY COUNTS

Every single day a child is absent from school equates to a day of lost learning.
Attendance percentages can be misleading.

100% Attendance	0 Days Missed	EXCELLENT
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	SATISFACTORY
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	POOR
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	UNACCEPTABLE
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	UNACCEPTABLE
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	UNACCEPTABLE

For some parents 90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week or 19 days of school during the school year – that's nearly four school weeks.



Upcoming Dates

DATE	EVENT
Monday 16th September 2024	<ul style="list-style-type: none"> Meet the Teacher/LSA this week for Parents of children with EHCP - appointments will be made separately Reception - Autumn born children start School Hustings start this week
Tuesday 17th September 2024	<ul style="list-style-type: none"> Horse riding to start for some children - details would have been sent out separately.
Friday 20th September 2024	<ul style="list-style-type: none"> Meet the Teacher - LKS2 (yrs 3&4) Jeans for Genes Day - wear jeans & school uniform jumpers for a small donation
Monday 23rd september 2024	<ul style="list-style-type: none"> Reception children start full time Y6 Gilwell Park Parents briefing
Friday 27th September 2024	<ul style="list-style-type: none"> Meet the Teacher - UKS2 (yrs 5&6) Flu vaccinations - Reception to Year 6 - more details for registration and vaccine information to follow MacMillan coffee afternoon - 2.15-3.30pm