

**Key Dates 2018**

**15th October**  
**Year four trip to**  
**Colchester Zoo**

**15th and 16th**  
**October Bikeabil-**  
**ity for Year six**  
**children**

**18th October**  
**Parents Consult-**  
**ation afternoon**  
**and evening**  
**1pm—7pm**

**19th October**  
**children break up**  
**for half term**

**5th November**  
**children return to**  
**school**

**8th November**  
**Year five trip to**  
**Duxford**

**15th November**  
**Year two trip to**  
**Weald Park**

**16th November**  
**Children in Need**  
**day—come to**  
**school in your**  
**PJ's**

**27th November**  
**Flu immunisa-**  
**tions**



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## **Jerounds Journal**

***Early Years and 'Bold Beginnings for all NET children***

Dear Parents/Carers,

Last week, I was immensely privileged to be able to attend an excellent training session, organised by NET Academies. Our esteemed host was Gill Jones, Ofsted's Chief Inspector for Early Years. Her presentation was truly inspiring and indicative of The NET Way and all that is so positive and empowering about our Early Years' provisions. Within recent months Early Years has been a hot topic of conversation among educationalists nationally and thus it was wonderful to have the opportunity to discuss Early Years with such an esteemed guest and other Academies across Harlow.

Our rationale at Jerounds is clear: to prioritise reading and communication; to create immersive learning environments and to ensure creating these environments is part and parcel of the daily routine within our Reception classes. This is definitely hard work, but the benefits to our children are boundless.

Our Early Years teachers, continually strive to engage and excite the children in our classes. They seek new strategies to gain children's interest and promote all areas of learning. Their experience of working within the Early Years Foundation Stage has developed a knowledge and passion for immersing children in rich learning environments which challenge their thinking and promote engagement from a very young age.

By providing a culture of practical, hands-on experiences, children gradually become more curious and active in their own learning – solving problems, developing communication skills with their peers and cultivating sustained shared thinking.

An immersive learning environment does not happen without commitment and creativity. The planning required is thorough and intense and should always include the children's ideas whenever the opportunity arises. Giving the children a voice to plan what they want to learn about, to ask questions, to work in unison and express their ideas for learning environments can be very empowering.

The traditional stance of teachers 'talking at children' from the front of the classroom is long gone and has been gradually replaced with a completely different role of coordinating and facilitating the children's education by providing opportunities for active learning and involvement. Creating an inclusive environment that reflects the cohort and enriches their knowledge and understanding is vital.

In many schools, strands of the curriculum are amalgamated into the overarching title of 'Topic'. This combined teaching may be a challenge to process and action; nevertheless, with wisdom comes knowledge that in turn conceives a blended style that provides teachers with the tools to delve more deeply into subjects.

The physical surroundings should reinforce and deepen curiosity in students' minds. They should reflect learning and immerse students in a theme. Such environments transport children into an educational world full of wonder and awe which sequentially sparks discussion, exploration, discovery and contemplation before they reflect on their own thinking.

The pedagogy of **Immersive Learning** uses the environment as a stimulus to enhance the children's senses and give life to exciting experiences. Dressing the classroom with drapes, themed resources, photographs and role play items encourages the students to be immersed and engaged.

Displaying children's topic work is wonderful for their wellbeing and self-esteem and therefore should be celebrated. Nevertheless, the end result does not always convey the learning that has been enabled, nor does it demonstrate the journey of discovery the child has taken to produce such work. In schools, 'Working Walls' are on the increase as teachers exhibit learning tools, key vocabulary and factual topic information which is important to children, reinforcing their learning independently. However, as teachers we should be celebrating not only the outcome but the process by reflecting on the children's learning in our displays. Photographs, videos, sound recordings and handwritten anecdotes should be used to evidence learning journeys. These may be displayed on classroom walls, in floor books, portfolios, online journals or in scrapbooks; regardless of the method, children should be part of the process and be encouraged to share with their peers, family members and teaching staff throughout the academic year.

This reflective cycle which capitalises on the children's ideas and interests and puts learning into context through an immersive space supports children in all areas of the curriculum and helps them to accomplish a deeper understanding of the learning process themselves. Teachers as facilitators should provide opportunities to develop higher-order thinking and increase their students' ability to take more control over their own learning and attainment

The immersive learning pedagogy can be time-consuming and strenuous for teachers; however, the benefits are endless. It identifies the child as being at the centre of the education system and the heart of everything teachers do – which can only be a good thing.

I sincerely hope that you will all take the time out to visit our outstanding Early Years under the leadership of Mrs Adebajo, Mrs Lokuhetty, Mrs Downes and Mrs Lyon.

With best wishes,

Mrs Laura Ciftci BA (Hons) MEd  
Head of School  
Jerounds Primary Academy



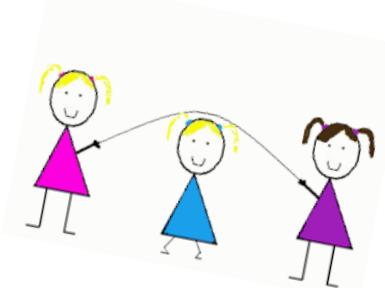
## Dates for your Diary

- 4th December—KS2 Rapunzel trip
- 5th December—KS1 A Christmas Carol (in school)
- 7th December—Christmas Fayre—5pm to 7pm
- 11th December—KS1 Christmas concert 2.30pm—3.30pm
- 12th December—KS1 Christmas concert 2.30pm—3.30pm
- 12th December—EYFS and KS1 disco—4.30pm—6pm
- 12th December—Years 3 and 4 disco—4.30pm—6pm
- 12 December—Years 5 and 6 disco—6.15pm—7.45pm
- 13th December—KS2 Christmas concert 9.15am—10.30am
- 13th December KS2 Christmas concert 2.30pm—3.30pm
- 14th December—Christmas jumper day
- 14th December—Christmas dinner day
- 18th December—Children finish school for Christmas

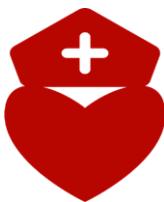
# Our Stars of the Week



## Play leader of the week



# House Point Winners



# National Poetry Winners



These four lucky children found the hidden prizes under their dinner plates and were presented today with a fabulous poetry book.

Well done!



# Harvest Assembly



On Tuesday 2<sup>nd</sup> October Jerounds celebrated Harvest time. All of Key Stage 1 and Key Stage 2 met in the hall for their Harvest assembly. We were reminded of the abundant variety of food we have to enjoy; it was incredible to see such generous donations of food for our local foodbank. The KS1 children treated us to a wonderful performance of harvest songs. They sang with enthusiasm and invited everyone to join in with the actions for 'The harvest rock and roll'. It was a fantastic celebration assembly.

Mrs Wiltshire



# Our New Look Breakfast Club



After a healthy breakfast of cereal, fresh fruit or toast our children are now benefitting from our exciting new early morning sessions. Mr Fitch is proving to be a resounding success with his new dynamic and fun exercise classes, we have children being carried away in stories from our fantastic new reading zone. Along with calming colouring or battling it out on battle ships our children have forty five minutes of fun before school starts.



# Our Rose Cup Champion

On a Saturday afternoon in late September one of our children entered a gymnastics competition, The Rose Cup.

She performed brilliantly and not only did she achieve gold on every apparatus, she was then crowned overall champion in her category.

When her parents received her score sheets it was then that they realised that their amazing daughter had achieved the highest scores of all 41 girls in all categories.

Along with her parents, we are super proud of her.

Think we will have to keep an eye out for her at the future Olympics!





Another fantastic birthday book donations. Ten Little Monsters.

Thank you very much!



## Jerounds Attendance Challenge

Our 'Attendance Challenge' is going well. This weeks class with the highest attendance goes to Starlings who achieved a fantastic **100%**. Each child in Starlings has earned a house point.

Well done to all our attendance heroes.

Which class will be our attendance heroes next week?





## FAMILY LEARNING



### **Family English for EAL Parents at Longwood Primary Academy**

**Thursday 8<sup>th</sup> November 2018  
4 weeks 09:30 – 11:30**

**Do you need to develop your English Skills?**

**This course will help you with speaking and listening  
skills as well as spelling, grammar and punctuation.**

**To register your place on this course, please call Sarah  
on 03330 302903 or Sharon Newton  
07943018698 and quote course code: FFL4A01Y18.**





## FAMILY LEARNING



### **Positive Parenting at Longwood Primary Academy**

**Wednesday 8<sup>th</sup> November 2018  
6 weeks 13:00 – 15:00**

**Define the impact of good listening skills in positive parent/child relationships. Identify the positive impact of dealing with feelings effectively and look at a range of assertive discipline techniques.**

**To register your place on this course, please call  
Sarah on 03330 302903 or Sharon Newton  
07943018698 course code: FFL4B01Y18**





# Jerounds Primary Academy

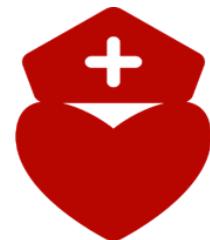
**Brunel—852 points (3rd)**

**Darwin—396 points (4th)**

**Pankhurst—1549 points (2nd)**

**Shakespeare—203 points (5th)**

**Nightingale—2274 points (1st)**



## POLITE REMINDERS

- Please could you make sure that your child/children does not wear jewellery to school as we have a 'No Jewellery Policy'.
- Please could all children come to school in the correct uniform.
- Could children please have a PE kit, sun cream and sun hat in the warmer weather. Please refer to the website for further details.
- Please can you not park in the school car park when dropping your child off to breakfast club.
- Please can you ensure that if your child has long hair, that it is tied back before the start of the day.

**Parking: Polite reminder**—Please consider road safety requirements and our neighbours when dropping off and collecting your children; especially within the proximity of the school gates.

**Have you moved recently?  
Have you changed your telephone number?**

Please ensure you advise the school office if you have moved or changed your telephone number. This also applies to any emergency contacts you have for your child/children.

**Admin email: [office@jerounds.netacademies.net](mailto:office@jerounds.netacademies.net)**

**Telephone: 01279 423485**

# Attendance Matters

**ABSENCE:** To report your child's absence, please call the school office on: **01279 423485**

Please leave your child's name, class and reason for absence. Failure to report your child's absent will result in an unauthorised absence being recorded and further action may be taken.

**LEAVE OF ABSENCE FROM SCHOOL:** Please note that when taking your child/children out of school, this may result in a penalty notice being issued. This will be £120 (or £60 if paid within 21 days) to **EACH** parent for **EACH** child taken out of school.

**POLITE REMINDER:** Our school hours are:

KS1—8.45am—3.45pm (3.30pm for EYFS)

KS2—8.45am—3.45pm

**School Matters!**



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Please download the app through IOS or android and receive Parentmail messages instantly.