

HT Message – Mr. David Jeapes

As of 1st April, the availability of free Covid testing has ended. The DfE have advised that the school should no longer be distributing lateral flow tests to families and staff from today (Friday) onwards.

As part of the Government 'learning to live with Covid' strategy, the rules around self-isolation have also been updated:

- Adults with the symptoms of a respiratory infection, and who have a high temperature or feel unwell, should try to stay at home and avoid contact with other people until they feel well enough to resume normal activities and they no longer have a high temperature
- Children and young people who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend
- Adults with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 5 days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be 3 days

Although the school is no longer distributing lateral flow tests, Portsmouth City Council confirmed this week that it has committed to guaranteeing free lateral flow levicees until the summer for Portsmouth residents. Please follow this link below for the locations where you may collect these tests:

<https://www.portsmouth.gov.uk/2022/03/23/free-covid-tests-to-continue-for-portsmouth-residents/>

I am delighted to confirm that

Lizzie Le'Marquand
Katie Coles

Were successful in their applications for the 2022 Wilkie Scholarship and will be joining The Portsmouth Grammar School's Sixth Form in September 2022.



Jubilee Bank Holiday

All Portsmouth Schools, including Mayfield, will be closed on Tuesday 3rd May in recognition of The Queen's Platinum Jubilee.

Easter Treats

Pupils in the Primary Section will be having a Reward Afternoon on the afternoon of Friday 8th April when they will be given an Easter treat. For pupils in our Senior Section, we will provide an Easter treat of a free hot chocolate drink as follows:

Tuesday 5 th April	Discovery House
Wednesday 6 th April	Endeavour House
Thursday 7 th April	Intrepid House
Friday 8 th April	Victory House

Senior section pupils will be given a voucher as they get their equipment checked first thing on their 'House' day. Pupils can exchange this voucher for a hot chocolate from 7.45am onwards or at either of the breaks from the main serving points or Café Tranquilo.

FOM Summer Fete Friday 15th July

Friends of Mayfield are running our summer fete on Friday 15th July 3-6.00pm, If you are interested in having a stall or helping with this event, please contact us on FOMevents22@gmail.com

Exam Invigilation Opportunity

We have some opportunities to join our examination invigilation team for this summer. The hours are flexible, and we can work around the availability of parents and grandparents who may need to drop off on the school run before starting work. The examinations this summer will be running throughout May and June. Details of the rates of pay and duties are available on the vacancies page of our website: [Vacancies | Mayfield School](#) or email our Exams Officer, Helen Patis on Patis@mayfield.portsmouth.sch.uk if you would like further information about the role.

Volunteering Opportunity

Over the course of this year, we have started to resume our programme of trips and visits. We are always keen to have parent, carer and wider family volunteers to help us with this programme. If you are interested in helping at the school, can you please complete the volunteer application form that can be found on the vacancies page of our website:

[Vacancies | Mayfield School](#)

Please note that all volunteers must read and sign the 'volunteer policy'.

Head of Seniors – Miss Louise Hillier

Year 10 had their mock interview day this week. Mrs Denford has an update for us here:

Thursday 31st March Year 10 took part in a Employer 1-2-1 interview in preparation for their post 16 placement interview. We had a range of employers in and their feedback was our pupils were a real credit to our school. They all took this interview very seriously and respectfully and took valuable skills from it for their future paths. There will be a parent survey to follow for any feedback. Please in the meantime do email denfordr@mayfield.Portsmouth.sch.uk with any comments about your child's experience.



A spotlight this week on our Bee kind group. These pupils all promote a positive and supportive environment within the Mayfield school community. Each one of them has pledged to be helpful, respectful, responsible and to above all, Bee Kind 🐝



An update on sports results from this week:

Mr Campbell took the Year 7 football team to Trafalgar on Thursday for the Quarter Final of the Portsmouth Cup. A huge well done to them for their 6-1 victory and a thank you for Mr Campbell for giving up his time to support them.

Mr Browning took the Year 9/10 rugby team to play in a friendly match against Portchester this week. Mayfield scored 13 tries in a convincing 65-25 victory. Great team performance and played in a great spirit. Try scorers:

Eben S x 4, Ollie E x 3, Jim K, Oscar R, Charlie B, Henry B, Macy L, Ollie J

Well done to all involved.



If you are on Instagram, please do consider following @mayfieldschoolpe as they update regularly with school successes and also successes our pupils have outside of school. This week there is some

news on Ava in Year 9 with her boxing and Flo, also in Year 9, with her running. Well done to both of these!

Several things to note for Year 11 this week. The photograph day was lovely on Tuesday. The end starts to feel very close when you take the Year Book photo! There is a wide offer of Easter workshops available for the Year 11 pupils to attend- they need to sign up with Mrs Clarke in the next few days if they wish to attend. These sessions are to supplement the revision that the pupils should already have planned for the Easter holidays.

Hot Chocolate Friday this week was a lovely mix of students. I had the pupils I missed last week due to the online learning from Intrepid and Endeavour who were nominated for their very high attendance and some "Bee Kind" nominees from Discovery and Victory.

The nominees this week were:

Discovery	Grace, Amelia and Sameena
Victory	Tilly and Sienna
Endeavour	Bebe and Ethan
Intrepid	Sani and Kaya

Well done to all of them for being nominated- as ever I had a lovely time talking with them.



The extra-curricular programme is on our website and can be found using the link below:

[Extra Curricular | Mayfield School](#)

There are plenty of activities pupils can be taking part in. In particular, homework club runs every night and pupils are welcome to go along and get help with homework or just use the space to get the work done so they go home knowing their homework is done!

With the Easter holidays approaching and the weather changing you may be looking at buying new uniform for your child. There is a full list of our uniform requirements on our website. Please see link below:

[Our School | Mayfield School](#)

In particular, please note that trousers must be “school trousers” not jeans or leggings and that the only skirt allowed to be worn is the Mayfield skirt with the logo. Thank you for your support with this.

Head of Primary – Mrs Fiona Rogers

We have been busy this week with lots of different learning activities going on in year groups. The children were very excited to see the sudden snow! Despite the cold snap, a reminder that after Easter, children can switch to the completely optional summer uniform of Mayfield branded dress or Mayfield branded shorts. More information about uniform and suppliers can be found here <https://mayfield.portsmouth.sch.uk/about-us/our-school>

Year 1 have been busy rehearsing their performance ready for their showcase on Thursday 7th April. Remember to book your tickets!

We have also been learning all about the 7 continents and 5 oceans of the world. We discussed the different animals you would find in each continent.

Year 2 have had a busy, fun filled week! We have really developed our understanding of fractions of objects and small numbers which we will be using next week to extend our learning even further. In English we wrote some lovely descriptive sentences about characters from The Ugly Five book by Julia Donaldson.

Our best day was Wednesday as we dressed as explorers and designed and created our own safari buggy! We have learnt how to create an axle and attach it to a chassis as well as evaluate our designs and think about what we would do differently next time.



We are looking forward to showing you all our learning on Monday at our parent event.

This week in Year 3 we have carried on with our fractions learning. The children have found halves, thirds, quarters and tenths of shapes and amounts.

In our writing, we have looked at how to punctuate direct speech and used that in our newspaper reports on Boudicca.

We took part in an exciting virtual reading event this week for "The Bad Guys" where we learnt all about the new movie and created suspect rap sheets for our own bad guy.



This week Year 4 have been enjoying their PE lessons in the Sports Hall. We have also been finishing off our adventure stories and writing up our final version. We have worked hard this week on our maths and reading assessments and have shown lots of resilience.



Year 6 have a great week, enjoying the sunshine and the beginning of Spring. They created their own newspaper using real examples and discussed how getting an appropriate layout is important. In maths they have continued to revise in preparation for the end of Key Stage 2 assessments, enjoying time with different teachers. In RE, the children have been studying the resurrection story and discussing examples of resurrection in their own lives.



Finally, it is disappointing to see that a number of parents are not adhering to our lunch box policy and are sending pupils in with lunch boxes full of chocolate and crisps. Please be mindful of this when making choices of what to send in for lunches. More information about our lunch box policy can be found using the link below:

[Lunch Arrangements | Mayfield School](#)

Welcome to our Mayfield SEND & Well-Being NEWSLETTER!



Welcome to the Spring 2 edition of the newsletter. With Easter around the corner, we also have the exciting addition of the extra bank holiday date in the city to look forward to next month – Tuesday 3rd May – which will, hopefully, be accompanied by good weather! We hope that this edition finds you well and that everybody from the Mayfield community has a restful and safe Easter break.

Of course, as this goes to print, the heart-breaking situation in Ukraine is something that is worrying many of us – both adults and children alike – and you'll find an article in this edition about how to talk to your children about the war, and how to try to answer their questions. Many parents have found this extremely difficult and as a school we are always here to support you with any questions you may have or advice that you may need. We may not always have the answers, but we will always try to find them, and to offer any help that we can.

Also in this edition of the newsletter, you'll find a personal testament to the mental health benefits of running, written by our very own Mrs Hughes. Mrs Hughes is usually to be found in the Geography department but, in her spare time, she is very often in her running shoes! The well-being benefits of physical exercise are clear and we all feel better after we've been up and moving. It's especially hard during the winter months to motivate yourself but, if you're beginning to feel the urge to get up, out and about now that the sun is finally making an appearance, then Mrs Hughes' piece is sure to inspire you.

You'll also find an article on what to do about well-being, and a SEND spotlight on dyscalculia. As ever, should you have any questions or contributions, then don't hesitate to contact us (howard-verity@mayfield.portsmouth.sch.uk). Further contact details can be found at the end of this newsletter.

Don't Stop Her Now ... Mrs Hughes on Running, Anxiety and Mental Health

In 2015, aged 19, I was diagnosed with Generalised Anxiety Disorder (GAD) and it has since been an ever-present figure in my life.

I was doing my PGCE (teacher training) and, frankly, I wasn't coping. Following a really tough few months, I decided to do the unthinkable and sign up to a half marathon. Running for me was something that I always aspired to but never really thought was possible. I was brought up surrounded by running, my Dad used to run half marathons, but I was far from sporty (I famously lost 42-0 in a netball game!). Bearing in mind that, at this point, I could not run 1 mile, signing up to run 13.1 miles was a mammoth task. However, I needed something positive to aim towards, something to get me up in the morning and something to get me outside. Somehow, I got around, loved it and I have never looked back!

I still run approximately four times a week and the rush it gives me really is phenomenal. The fresh air, the beautiful surroundings, the rush of adrenaline and the friends that running has brought me have well and truly transformed my mental wellbeing. I have also joined a running club, Fareham Crusaders, and am an ambassador for Brooks. This has not only improved my running and stamina but has brought fantastic friends into my life. I am now a Mental Health Champion for my running club which has not only helped me understand my own mental health but also given me a chance to help other people in a similar situation.

I am not alone in using running to improve my mental wellbeing. It has been long documented as having many health benefits. When you exercise and run, endorphins and serotonin are released in your body -- chemicals in your brain that improve your mood. Running outside has also got other benefits, like lessening feelings of loneliness and isolation. It can reduce stress, depression, and anxiety. It can also improve your sleep habits.

So, if you are looking for motivation to get going there is plenty. Have a look into local running groups and search on Instagram for really positive running folk to follow: get inspired, get outside, and get running!



Dyscalculia

According to the British Dyslexia Association, dyscalculia can be described as 'a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.'

It goes far beyond finding maths a challenge, or maths anxiety, and is a specific learning need.

Symptoms may include, at primary level:

- Having difficulty learning and recalling basic number facts such as number bonds, e.g. $6 + 4 = 10$.
- Still using fingers to count instead of using more advanced strategies (like mental maths)
- Poor understanding of the signs $+$, $-$, \times and \div or may confuse these mathematical symbols
- Struggling to recognise that $3 + 5$ is the same as $5 + 3$ or may not be able to solve $3 + 26$ without calculating
- Having trouble with place value, often putting numbers in the wrong column.
- May not understand maths language or be able to devise a plan to solve a maths problem.
- Finding it difficult to understand maths phrases like greater than and less than
- Having trouble keeping score in sports or games
- Having difficulty working out the total cost of items and can run out of money
- Avoiding situations that require understanding numbers, like playing games that involve maths.

At senior school level, symptoms may include:

- Struggling to understand information on charts and graphs.
- Having trouble finding different approaches to the same maths problem, such as adding the length and width of a rectangle and doubling the answer to solve for the perimeter (rather than adding all the sides).
- Struggling to learn and understand reasoning methods and multi-step calculation procedures
- Having trouble measuring items like ingredients in a simple recipe or liquids in a bottle.
- Lacking confidence in activities that require understanding speed, distance and directions, and may get lost easily.
- Having trouble applying maths concepts to money, such as calculating the exact change

For students in class with dyscalculia, teachers will support and scaffold their work for them. Resources will be differentiated and made more accessible, and learning can be personalised to the student. If you have any concerns regarding dyscalculia, please do speak to your child's teacher or the SEND department.

Ukraine - how to talk to your kids about war

There are myriad things in life that are extremely hard to talk about – let alone with children. However, talking helps more than staying quiet, or allowing children's imaginations to run riot. Below are some tips on how to deal with the questions or worries that your child may be experiencing. If you instigate a conversation because you are concerned about your child's thoughts, then try to do so at a time when they are relaxed but not right before they go to sleep or during bedtime routines. However, if they raise it at that time (or indeed at any other), then you can do your best to reassure them using the steps below. Ensure you make time to listen to them, and value their thoughts.

- 1.) Firstly, contextualise the war for your child – they are not in immediate danger but may believe they are if they have seen the news or read things online.
- 2.) Ask your child what they know already – try to correct any misapprehensions as best you can. Do not go into any unnecessary detail or give your child extra information that they don't need.
- 3.) Don't tell your child not to worry. Instead, let them know that it's ok for them to worry; it's perfectly natural. Younger children may be less worried – a simple explanation about 'countries fighting', much as people sometimes do, might suffice.
- 4.) Reassure your child that governments around the world are all working towards a peaceful resolution.
- 5.) Listen carefully to what your child has to say. If they are older, they may worry about what might happen next – again, try not to tell them 'don't worry' but focus instead on practical things that we can do to help: give money to www.dec.org.uk, look into how to support refugees, find out if local collections are taking place for specific products or items that displaced Ukrainians might need.
- 6.) If your children are younger, try to control how much they are exposed to on TV, or any graphic, online imagery of war that they might be see.
- 7.) Finally, children often copy the emotions and opinions of their parents or carers – be aware of how uneasy you appear to them, as they may mirror this.

Artwork by Charlie Mackesy (also the author of *The Boy, The Mole, The Fox and The Horse*, 2019, Ebury Publishing).



Your personal Well-being ... and how to take care of you

Well-being is big at the moment – wherever you look, you'll hear about it (it's even in the title of this newsletter!).

However, in an ideal world, well-being would be big all the time; it is not just an occasional buzz-word, or a focus for companies. The internet is awash with ways in which to boost your own well-being, but it's such a personal thing that we have to question how much of it really applies to us? Something that makes one person feel well, may be another's idea of misery. Equally, most online searches for how to improve well-being consist of the same old suggestions (go to yoga, walk the dog, don't go on your phone too close to bedtime), but what really works for you?

There's only one way to find out: experiment. For some of us, yoga is indeed super helpful. For others, the idea of stretching out near someone else's bare feet is the epitome of doom. As with most of life, there is no one-size-fits-all. But, one thing that is for sure, is that you yourself will know what helps you, so you can take control. This is easier said than done, and you must be strict with yourself in order for it to succeed. It's no good to look at well-being as a bit of a 'new year's resolution' that we forget or 'break' a month later – it has to be a long-term investment in looking after ourselves.

Sometimes, for example, what might help is to go home after work and focus solely on yourself. If you have school-age kids, this may seem impossible, but can you ask grandparents to take them for a couple of hours once every so often? Or can you juggle school pick-up with another parent and alternate it just so that you can grab an hour for yourself? And when you get the hour, do not give in to the chance to get the washing on or do the cleaning – just chill. Really relax and don't feel guilty. Or – because, as mentioned, this is not a one-size-fits-all kind of thing - maybe cleaning the kitchen down would make you feel better or ease some pressure. Whatever floats your well-being boat, do it!

Alternatively, you might really feel the benefits of just sitting and watching the football, alone, with no interruptions from your family. Or getting home from work, heading straight to your bed for an hour with a book, and shutting the door on the world. You might run home from work, or to work, or you may decide that you are going to take hourly breaks of just one minute when you sit, breathe calmly, and focus on how you're feeling.

Whatever you decide to do for the sake of your own well-being, the key thing is to do it. It might be to switch off for the evening, turn your email off on your phone at 5.30pm every day, make something, create something, listen to podcasts in the bath, take up Salsa classes, or retreat to the garden shed for an hour.

But – and it's a big one – we can also decide to contribute to the well-being of others. Congratulate them, ask after them, make them laugh, pay them a compliment, take some of the load off, listen to them, care and show that you do. Authentic care goes a long way to making people feel better and helping them to be happy. And who wouldn't want to make others happy? It's how the world goes around. Given that the alternative is to have either zero impact or, worse yet, a negative one, then who wouldn't be up for helping other human beings to feel valued?

Go forth – support yourself, and one another!



Should you ever need to contact a member of the Learning Support Department, then the key staff members you will need are as follows:



Mrs Anders

SENDCo and Assistant Head

anderse@mayfieldportsmouth.sch.uk



Mrs Shaw

Assistant SENDCo

shaws@mayfield.portsmouth.sch.uk



Mrs Howard

SEND teacher

howard-verity@mayfield.portsmouth.sch.uk