

## HT Message – Mr. David Jeapes

I am pleased to report that we have had no reported cases of COVID within the school over the last week and pupils are responding well to the enhanced systems of controls that we have put into place. A number of families have asked about when current restrictions will be relaxed – our understanding is that the next milestone for the country is on 17<sup>th</sup> May and we will adjust our risk assessments in light of revised guidance. We will, of course, share any updates as soon as we know via this format. However, for the time being, the usual precautions must be adhered to:

- Hands – wash them frequently;
- Face – wear a face covering when required;
- Space – maintain a social distance whenever possible.

Most importantly...if your child is showing any symptoms of COVID then please do not send them to school and arrange for a 'PCR Test' using the link below:

[Get a free PCR test to check if you have coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## Regular Home Testing

Twice weekly Covid testing at home is helping us to stop the spread of the virus and enabling us to open again safely. Please can you support your child to maintain their routine of two tests per week with the results being reported to the school and the NHS Track and Trace.



The next round of Covid Testing kits were sent home with your child on Thursday and Friday of this week. You can report your tests to the school in one of three ways:

By completing the pupil [Google Form](#) on our website

By email to [CovidTesting@mayfield.portsmouth.sch.uk](mailto:CovidTesting@mayfield.portsmouth.sch.uk)

By phoning the Covid Testing answer machine on 02392 693432 ext 259

### **INSET Days and September start**

The last day for all pupils in the current building will be Tuesday 20<sup>th</sup> July.

Mayfield will be closed to all pupils between Wednesday 21<sup>st</sup> July and Monday 6<sup>th</sup> September.

We will run a staggered start into the new school building as follows:

Years R to 7 and 11 will start on Tuesday 7<sup>th</sup> September;

Years 8, 9 and 10 will start on Wednesday 8<sup>th</sup> September.

### **Award of Year 11 grades 2021**

Our year 11 are currently completing a range of assessments in all their subjects. I would like to say how proud we are of our pupils who are working incredibly hard to secure high quality evidence across their subjects. Their resilience has been wonderful to watch. Since the return on the 8<sup>th</sup> March, subject teachers have been setting and assessing work which will go towards providing evidence of the grades to be awarded.

We understand that the demands on this year group are high, please reassure your child that no-one piece of assessed material is definitive in terms of deciding on the final grade- teachers will use the full range of evidence they have to award grades. Consequently, Year 11 will not be required to undertake formal written assessments in the Main Hall, although some subjects may make use of 'mock' exams in lesson time. The process for collecting evidence will run until Friday 18<sup>th</sup> June which will be the last day for Year 11 to attend the school site. Please note we may run a modified timetable from Monday 7<sup>th</sup> June.

As you can imagine, once grades are collected, staff will undergo a thorough standardisation process to ensure consistency across the school and against national benchmarks ensuring that the grades awarded are a true reflection of our pupils and comparable to previous years. Naturally, exam boards will also be moderating work across school to ensure that no pupil is disadvantaged.

Please note that, we cannot share with pupils/parents the grade that has been awarded but your child will be receiving marks and feedback on assessments and should have an indication from their

teachers if there are any major concerns against previously shared predicted grades. In these instances, we will also contact parents or carers.

If you would like further details on the assessments or the awarding of grades in summer 2021, please do contact Mrs Head [head@mayfield.portsmouth.sch.uk](mailto:head@mayfield.portsmouth.sch.uk)

### **Key dates for Year 11**

All internal assessments for Year 11 will be completed by Friday 18<sup>th</sup> June – this will be the last day Year 11 are required to be on the school site. Please note that we may run a revised timetable for Year 11 from Monday 7<sup>th</sup> June.

The leavers' assembly will take place on Monday 21<sup>st</sup> June between 2:45pm and 4:00pm.

Year 11 Prom is booked and confirmed for Friday 9<sup>th</sup> July at The Marriott Hotel.

GCSE results day will be on Thursday 12<sup>th</sup> August – in the new school building.

In the coming weeks, via tutor periods, we will share more details about the arrangements for the leavers' assembly, prom and results day.

### **Friends of Mayfield "Family Fun Day"**

Save the date! On Saturday 17<sup>th</sup> July we will be hosting the FOM Family Fun Day. This will provide an opportunity for any member of our community to tour the old building as well as take part in an afternoon of fun events! Please keep an eye out on social media for more details!

### **Summer School 2021**

As is customary at Mayfield, we will be running a Summer School for children in Years R to 7. We are planning to run this during the week beginning Monday 23<sup>rd</sup> August. More details will be published shortly.

## **Medication**

If your child needs to take any medication during the school day OR you wish to give us permission for them to use a school inhaler due to Asthma. Then please complete the form below:

<https://forms.office.com/Pages/ResponsePage.aspx?id=17eMxmGmGkarCHowINbkEaHjlq47r0VGrz2BEQDkaAhUQ0pZVjYxT0o3OURaNzJBR0xUQ004NjFQMi4u>

If you have any questions about how we manage medication or support children with underlying health issues or immunisations, please contact Mrs. Sally Rowntree, Health and Welfare Officer on:

[healthandwelfare@mayfield.portsmouth.sch.uk](mailto:healthandwelfare@mayfield.portsmouth.sch.uk)

## **Job Opportunities**

Please be aware we have the following job opportunities. See our website for details:

Assistant Headteacher  
Year Leaders for EYFS, KS1 or KS2  
Primary Teacher (KS2)  
Teacher of Technology (Food or Product Design)  
Behaviour Support Assistants

## **Head of Seniors (Miss Louise Hillier)**

At this point in the School year, I feel it is important to mention Year 11 who with just a few weeks left at school are facing unprecedented challenges- being assessed in a way that nobody has been before. Thank you to those at home who are supporting them. If you have any questions or worries about your child during this time, then please contact your child's tutor or Head of House in the first instance using the House email addresses:

[Discovery@mayfield.portsmouth.sch.uk](mailto:Discovery@mayfield.portsmouth.sch.uk)

[Victory@mayfield.portsmouth.sch.uk](mailto:Victory@mayfield.portsmouth.sch.uk)

[Intrepid@mayfield.portsmouth.sch.uk](mailto:Intrepid@mayfield.portsmouth.sch.uk)

[Endeavour@mayfield.portsmouth.sch.uk](mailto:Endeavour@mayfield.portsmouth.sch.uk)

Well done to all the pupils who are taking advantage of the extra-curricular clubs that are running this half-term. I have seen some very engaged pupils in trampolining and art-club to name a few! If your child is not yet attending an extra-curricular club then please take the opportunity to sign them up during Summer 2 and ongoing!

We are welcoming Mr Neil Clifford (CEO Kurt Geiger shoes) into school on Wednesday to talk to our Year 10 Business Studies students. I know the students are looking forward to the visit and it is nice to have something "normal" happening in school. If your child is one of the ones attending the talk then please do ask them about it Wednesday evening.

A reminder to Year 9 that they need to return their option forms by Thursday 6<sup>th</sup> May 2021. Hopefully you gleaned the information you needed at the Parents Evening last week but if you still have any questions then please use the House email addresses above to contact the House teams for advice.

Year 7 and 8 should be working on their Prep projects for Summer 1. These are on our website [here](#). Please encourage your child to work on these regularly over the half-term- the plan is not to leave all the work to the last minute. We have homework club running if pupils need support with these projects.

Once more I would like to remind you that mobile phones are NOT permitted to be used in school and if we see a phone, headphones, AirPods or similar, we will confiscate them. Thank you very much for your support with this.

### **Head of Primary (Mrs Fiona Rogers)**

It has been another busy week in Primary and it has been great to see so many happy children in school this week. A reminder that the year 5 Harry Potter theme day is coming up on Monday 10<sup>th</sup> May and it is hoped that all children will dress up as their favourite character. We are hoping that as restrictions begin to lift, we will be able to start organising more events for pupils in the summer and autumn terms including a "farewell to year 6" event, Bikeability, swimming and residential trips.

Today we are taking part in the @captaintommoore #100challenge and will be sharing some of our challenges with you via our social media outlets. I am looking forward to taking a walk with year 6 and seeing the Infants standing on one leg, doing star jumps and walking 100 laps. I am also very interested to see year 5 smiling for 100 minutes as well as the 100 pages of reading in year 3 and yet more star jumps in year 4!

It has been fantastic to see so many children attending extra-curricular clubs this half term. It is important that children remember that the same expectations for behaviour apply to these valuable sessions.

On Friday 28<sup>th</sup> May we will be hosting our half termly reward event. Pupils with zero behaviour points will be able to make a choice from the any of our reward activities which may include a picnic, sports with Pompey in the Community, Dance with CM sports, computing, outdoor play, Chrome Books, a film, arts and crafts, board games and more. Pupils who have accrued behaviour points will still be able to participate in this event but will have a smaller range of activities to choose from. So far these have been wonderful events and we are very pleased that we will be able to start organising them for the children again.

We have a number of items of lost property beginning to gather in our corridors and classrooms. It is essential that all items of clothing are clearly labelled in order for us to return items to their rightful owners. If your child has lost any items, please speak to the class teacher in the first instance. Any items of uniform that are unnamed and uncollected will be passed to the pre-loved uniform shop after one half term.

If you are coming onto the school site, please do remember your face mask in order to help keep the whole of our school community safe. Please do not enter the playground areas without a mask.

A reminder that year 6 should only bring a mobile phone into school if they are walking home on their own. These must not be used at school under any circumstances. If you need to contact your child, please do so via the main office.

## Head of Pre-school and Nursery

Our topic in class will continue with 'Spring'. We shall discuss how Spring is a time of new beginnings and growth. Children will select a variety of seeds to plant and grow for our garden. They will then create their own care plan to look after the seedlings and record their growth.

Learning intentions are linked to the topic:

- Show an awareness of change.
- Talk about differences in the seeds they plant.
- Children to use key vocabulary to describe change.
- Record the changes they have seen in the seedlings.
- Describe what a seed needs for it to grow by using our plant sequencing cards.
- Mathematical development, finding one more/one less than a number from 1-10.

Letter sound for week 'X'.

The parents' evening went very well, and I would like to thank you all for taking part especially as this was the first time the staff have used micro soft teams. I would like to have a virtual coffee morning, please do let me know if that would be of interest to you.

As the weather is beginning to get warmer permission slips will be going home regarding applying Suntan lotion.

I would like to take this opportunity to thank you for supporting the snack provision at our school with donations of fruit, crackers, or a voluntary contribution to the cost.

Please can I ask if any parents could donate any seeds or compost to support us with our class topic?

**Just to remind you we are closed on Monday 3<sup>rd</sup> May as it's a bank holiday.**

Finally, as restrictions are beginning to lift, we will now open from 9am till 12oclock and 1pm till 4pm, normal session times, but you still need to wear a mask and keep a two-meter distance.

# Welcome to our Mayfield SEND & Well-Being

# NEWSLETTER!



This is an occasional publication for our entire school community – parents, carers and staff alike – to help us both inform and support one another as a whole, both in and out of the classroom. The old adage, 'it takes a village to raise a child', has never seemed more apt than in the last 12 months, and we'd really like to hear from you if there's a topic that you'd like to see covered in future newsletters, or that you'd like more information on (contact emails are below).

The last 12 months have been a truly challenging time and our students, parents, carers and staff have all faced a period in history that we never thought we would. Our resilience has been tested like never before in this generation, and subsequently we have made 'resilience' the focus of this newsletter. This is one our 6 R's at Mayfield and it's been an especially important one across the past year in the face of the pandemic, and we hope that you find this issue of the newsletter both supportive and informative.

**Contact:**

**Mrs Anders** (SENDCo and Assistant Head –  
anderse@mayfield.portsmouth.sch.uk

**Mrs Shaw** (Assistant SENDCo) –  
shaws@mayfield.portsmouth.sch.uk

**Mrs Howard** (SEND teacher) –  
howard-verity@mayfield.portsmouth.sch.uk

## Picture Food for Thought

*We love this book!*

What does this image mean to you?

Whether you're a student, parent, carer or a staff member, what can we learn or take away from this?

Taken from "The Boy, The Mole, The Fox and The Horse" by the very talented Charlie Mackesy (2019, Ebury Publishing, ISBN: 9781529105100).

## 'Resilience'

What is resilience? It's a word we hear a lot about at the moment but what does it really mean?

Essentially, it is the ability to recover from set-backs. To get ourselves back on track after facing challenges. This is precisely what so many of us are having to do at the moment. The good thing is that resilience can be both learned and nurtured. Research has shown that for young people and children, having one or more adults around them who believe in them and who support them, makes a massive difference not only in childhood but also in later life. That support demonstrates to the young person that they can overcome difficulty as opposed to giving up, and that they can still go on to succeed.

"Most of the old moles I know wish they had worried less to their fears and more to their dreams."



## 5 Differentiation Tips

### What is 'differentiation'?

Part of building a student's resilience involves making their learning as accessible as we can for them. 'Differentiation' is a word that parents and carers may hear but not necessarily have any direct experience of. When we differentiate in school, it means that we personalise resources or teaching methods for individual students – some may need a worksheet that's less 'wordy' for example, others may need a different font on a Power Point slide. Even when students are in a 'set' according to their ability, we recognise that some of those young people may need a different resource or task to others in the class.

As pupils return we know they'll be in far different starting places to one another. With this in mind, some top tips for differentiating work are:

#### 1. Think like the student

If a teacher knows that a student can't cope with lots of information at once, then they may imagine they are the student and think about what would help them – post-it notes, a writing frame, scaffold, or even just a list of bullet points that break the task down that can be ticked off when done.

#### 2. Small amounts of writing on a page

Teachers won't overload a worksheet or revision sheet for students who don't respond well to seeing lots of words on page – instead, they'll make it more accessible with just main points or keywords. For many students with SEN, seeing lots of words will automatically switch their brains off to thinking and they'll shut down; it's simply too overwhelming for them.

#### 3. Give processing time

Sometimes it takes us longer to process something and our thoughts and opinions about it – for example, if we are put on the spot and asked a question we can 'freeze'. As opposed to expecting an immediate answer, a teacher may say, "Here's the question but I'm going to come back to you in a mo for the answer – just have a think for now."

#### 4. Use the EHCP & support staff

If a student has an EHCP, then at Mayfield we have disseminated all of the EHCP strategies and information into a more concise document that teachers read & study, so that they can then use and reflect upon the suggested strategies in the EHCP – staff will also direct the EHCP student's LSA, or give the LSA the resources, keywords or topics beforehand so that they can prepare the student for learning.

#### 5. Flexible learning pace

Teachers will be flexible wherever possible with learning pace and the time they set for tasks. They will try to personalise it where possible to the student. This can be tricky in a busy classroom but we do whatever we can to support student needs.

## Article about Resilience from The New Yorker!

If you have 5 minutes to spare, this article is fascinating and offers a great insight into what builds us as people, what makes some of us more resilient than others, and how we can become more resilient. It's useful from both a personal perspective, a parental perspective, and a professional one. A taster is below and the full article can be found at – [www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience](http://www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience)

### *How People Learn to Become Resilient – by Maria Konnikova (The New Yorker, February 11th 2016)*

Norman Garmezy, a developmental psychologist and clinician at the University of Minnesota, met thousands of children in his four decades of research. But one boy in particular stuck with him. He was nine years old, with an alcoholic mother and an absent father. Each day, he would arrive at school with the exact same sandwich: two slices of bread with nothing in between. At home, there was no other food available, and no one to make any. Even so, Garmezy would later recall, the boy wanted to make sure that "no one would feel pity for him and no one would know the ineptitude of his mother." Each day, without fail, he would walk in with a smile on his face and a "bread sandwich" tucked into his bag.

The boy with the bread sandwich was part of a special group of children. He belonged to a cohort of kids – the first of many – whom Garmezy would go on to identify as succeeding, even excelling, despite incredibly difficult circumstances. These were the children who exhibited a trait Garmezy would later identify as "resilience." (He is widely credited with being the first to study the concept in an experimental setting.)

*(To read the full article to find out how those children became resilient and successful, about how you can become more resilient yourself, or support others to, head to - [www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience](http://www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience) )*



## An introduction to just a few members of the SEND team!

We're a friendly bunch made up of a mix of teachers and support staff, and in each newsletter we'll introduce you to a few names -

**Mrs Anders** (SENDCo and Assistant Head) - I joined Mayfield as a PE teacher in 2001. I always had an interest in the pastoral side of the school and wanting children to feel successful in their learning. I became the Special Educational Needs Co-ordinator in 2014 and completed the SENCO qualification during this year too. I enjoy leading a great team of staff who work so hard at helping the children with their learning and personal journeys.

**Mrs Shaw** (English teacher and Assistant SENDCo) - I have been employed at Mayfield since 2011. Initially, I began working in education as an LSA and then as an ELSA before embarking on my teacher training. My foundation in learning support has always informed my teaching and remains a focus for my professional development; this led to my appointment as Assistant SENDCo. Dyslexia support for our students is an area that I am involved in; I have organised our CRESTeD accreditation twice and am looking forward to helping extend this to include the primary section of Mayfield soon. I am also qualified to assess students for access arrangements - support for students whilst taking their exams.

**Mrs Howard** (SEND teacher) - I initially trained many moons ago as an RS & philosophy teacher, but became involved with SEND once I went back to work following maternity leave, when I started teaching at a SEND school in the city, initially as an English teacher and eventually as the deputy of the Medical Provision site at that same school. I am particularly passionate about a PACE approach to learning (Playfulness, Acceptance, Curiosity and Empathy), and social, emotional and mental health.

**Mrs Fletcher** (SEND administrator) - I have worked at Mayfield for 23 years. I started as an LSA, supporting students in class and in small intervention groups. Since 2004 I have been the SEND Administrator, which involves dealing with a variety of SEN paperwork, LSA timetabling, supporting students who require support in exams etc. I really enjoy the job and the fact that there are always new things to learn.

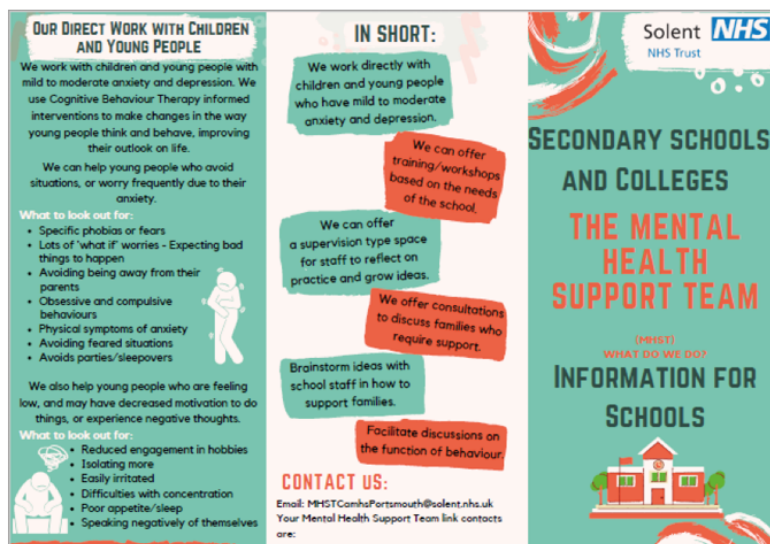
### ***Our mental health is key to our resilience.***

The leaflet below contains some info about the Mental Health Support Team that we make regular use of as a school - we refer students who need some extra support:

## Learning Support Terminology!

### What is 'intervention'?

Every so often you may hear the word 'intervention' but wonder what precisely it's referring to. Basically, this means that we have put something personalised in place (in conjunction with a student's lessons) to support them further. For example, the teacher may be given a list of specific strategies to use with a student, such as a different colour background for their Power Point slides so that a student can read them more easily, or a coloured overlay for their reading. Occasionally, a student may attend a personalised version of our Yr7 & 8 resilience classes in the morning.



**OUR DIRECT WORK WITH CHILDREN AND YOUNG PEOPLE**  
We work with children and young people with mild to moderate anxiety and depression. We use Cognitive Behaviour Therapy informed interventions to make changes in the way young people think and behave, improving their outlook on life.  
We can help young people who avoid situations, or worry frequently due to their anxiety.  
**What to look out for:**  
• Specific phobias or fears  
• Lots of 'what if' worries - Expecting bad things to happen  
• Avoiding being away from their parents  
• Obsessive and compulsive behaviours  
• Physical symptoms of anxiety  
• Avoiding feared situations  
• Avoids parties/sleepovers  
We also help young people who are feeling low, and may have decreased motivation to do things, or experience negative thoughts.  
**What to look out for:**  
• Reduced engagement in hobbies  
• Isolating more  
• Easily irritated  
• Difficulties with concentration  
• Poor appetite/sleep  
• Speaking negatively of themselves

**IN SHORT:**  
We work directly with children and young people who have mild to moderate anxiety and depression.  
We can offer training/workshops based on the needs of the school.  
We can offer a supervision type space for staff to reflect on practice and grow ideas.  
We offer consultations to discuss families who require support.  
Brainstorm ideas with school staff in how to support families.  
Facilitate discussions on the function of behaviour

**CONTACT US:**  
Email: MHSTCambsPortsouth@solent.nhs.uk  
Your Mental Health Support Team link contacts are:

Solent NHS Trust  
**SECONDARY SCHOOLS AND COLLEGES**  
**THE MENTAL HEALTH SUPPORT TEAM**  
(MHST)  
WHAT DO WE DO?  
**INFORMATION FOR SCHOOLS**