

Attendance this week:

Class	Attendance %	Late
Nursery	68.83%	3
Reception	88.5%	0
Year 1	96.25%	1
Year 2	67.59%	0
Year 3	86.77%	4
Year 4	92.07%	6
Year 5	88.08%	1
Year 6	84.67%	9

97% and above Excellent
95% to 96% Attendance is slipping and will be closely monitored
95% or below Poor (high numbers of children are persistently absent)

Lateness has a huge impact on children's learning -not only on the children that are late, but also on the children in the classes being disrupted. Please ensure that your child arrives at school on time each day

Oracy update



This week and next, our oracy focus IS dictation. Y1-6 have been listening to sentences, remembering and counting the words and then writing the sentence. Our focus in Y2-6 this week has been using conjunctions.

Here is a sentence that can be adapted depending on your child's age and understanding and help them to practice this skill.

This is my first sentence: We will play inside.

How has this sentence changed? We will play inside because it is raining.

(a subordinating conjunction and clause has been added – because)

I am going to say the sentence again and you are going to listen.

ADULT SAY IT AND CHILD HEAR IT – We will play inside because it is raining.

CHILD SAY IT – If it is raining, we will play inside. Count words = (8)

CHILD WRITE IT

CHILD READ IT

CHILD SEE IT

Adult writes and reveals the complete sentence. Compare sentences.

Learning H.E.R.O.E.S

This week's Learning Heroes have impressed us by demonstrating the HEROES learning behaviours

	H	Have-a-go	Be brave and try new things, even when it's tricky. Mistakes help us learn!
	E	Explore	Be curious — ask questions, find out more, and use our imagination.
	R	Reflect	Think about what went well and what we could do better next time.
	O	Own-it	Take charge of our learning — be proud and responsible for our efforts.
	E	Encourage	Be kind, helpful, supportive and collaborative. Cheer on others!
	S	Stay-positive	Keep smiling, be patient, and never give up — we can do it!

Learning Heroes of the week

Nursery	Orrin
Reception	Williow
Bumble Bees	Gabriella
Tawny Bees	Ethan
Year 1	Harry
Year 2	Bonnie-Mai
Year 3	Jackson
Year 4	Isabella
Year 5	Marhan
Year 6	Holly

Dates for the diary

Autumn 1 *new additions to the diary

Date	Event
19.10.26 	Bumble Bee and Tawny Bee fire brigade visit to school
19.10.26 	Year 6 Safety Squad visit to school. The team and members of the emergency services will lead workshops on digital safety, personal safety and community safety.
21.10.26 	Year 6 Whitby residential. Final arrangements have been shared with parents/carers. Medical forms are to be returned on Monday.
22.10.26 	Halloween disco Children to wear school uniform in the day and wear Halloween costumes to the disco! Tickets are available on MCaS for £2 which includes crisps, cake, a drink and lots of fun and games! Nursery, Reception, Year 1 and Year 2 5:15-6pm Years 3, 4 and 5 6:15-7:15pm
23.10.26 	Halloween spooktacular lunch. Please see the next page for the menu. Finish for half term

EYFS Open Evening

**Is your child due to
start Nursery or
Reception in
September 2027?**



**Wednesday
11th November 4-6pm**



**Oakfield Primary School,
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**Come and see what makes
our school so special!**

- ✓ Meet our EYFS team
- ✓ Take a look around our engaging indoor and outdoor spaces
- ✓ Learn about our EYFS curriculum
- ✓ Ask any questions you may have

Oakfield Primary School



Achieving our best together

the **enquire**
learning trust



All children will be able to enjoy a 'Spooktacular' school meal next Friday 23rd October. If your child is on packed lunches, a meal can be ordered on MCaS.

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

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