



Studley Infants Termly News

Welcome to Studley Infants Newsletter for Term 2. I am slightly apprehensive to mention Christmas, but it is fast approaching. The end of November is around the corner and once December arrives operation Christmas will be in full swing. I have already noticed a fair amount of glitter in the learning areas, a lot of sparkle on tables, carpets, children's hair and adults' faces. I am sure there is lots more sparkle to come.

Save the dates

27th November 2024

School open evening

4-5.30pm

28th November 2024

Class photographs

13th December 2024

Riverside Performing Arts performing Cinderella for Nursery, Reception and The Harbour

16th December 2024

KS1 walking to Studley Village Hall for some Pantomime fun

18th December 2024

Christmas Dinner for the whole school-including sprouts!

Songs around the Tree at 2.30pm

20th December 2024

Last day of term

Term starts again ***Tuesday 7th January 2025***

School Information

Book Fair

Thank you for your overwhelming support with our recent Book Fair. A fabulous £800 was spent on books resulting in the school having £400 to spend on books for the children. This was very welcomed by the teachers who very gladly and quickly chose books from the shelves. We plan to invite the Book Fair back in March.

Special Educational Needs (SEN) drop in sessions for parents/carers

Kayley is running drop in sessions for parents/carers to discuss any concerns they might have about their child's learning, development and/or wellbeing. These will be every Thursday 9-10am. Kayley will be on the playground when the gates open, so please do see her if you have any concerns.

PE times for each class

Oak and Beech-Reception: Wednesday

Willow-Year 1: Tuesday and Thursday

Maple-Year 1/2: Monday and Friday

Pine-Year 2: Tuesday and Thursday

The Harbour: Friday

Nursery do not have a designated time for specific PE, but the children have opportunities to learn and practice movement skills as part of their main provision. Our nursery children also use the main playground for bikes and ball games, as well as access to our outside classroom.

To be worn in school on designated days for PE

- Shorts
- T-shirt (no inappropriate slogans)
- Pumps (no laces)
- PE bag
- Caps in hot weather

- Sweatshirt and joggers for colder days

Dogs

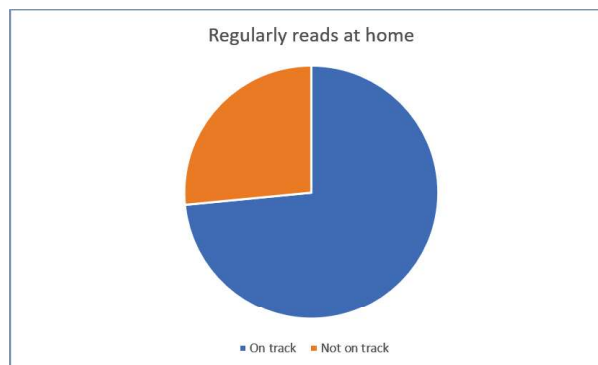
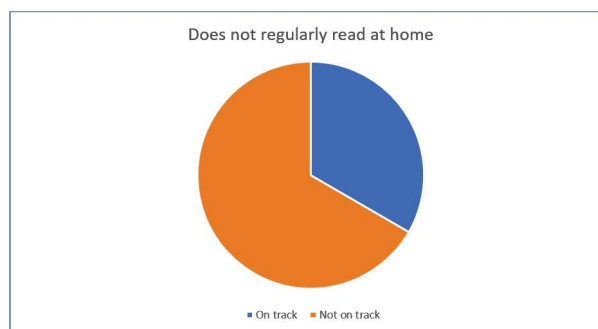
Just a little reminder that dogs are not permitted on school premises, unless a guide dog or school dog. We have seen some really lovely pups who are very well-behaved, however the policy is no dogs on school premises, even if carried.

Parent Governor

We have a vacancy for a parent Governor. If this is something you might be interested in, please speak to Beccy.

Reading data for Key Stage One

Reading data for Years 1 and 2 Autumn term 2024/2025



We ask that children are listened to read at least three times a week. This will greatly support them with their progress and attainment in reading, as well as their confidence.

We know life is busy and we know it can be challenging when children do not want to read, but I hope the data shows the difference it can make.

Even if it is only 5 minutes-the children are still reading words and gaining that confidence with reading.

The power of reading with and to children.

Reading books to children is also so important. There are some amazing stories for children that adults also enjoy reading. I have shared some of my favourites, some of which you might already know and love!

It doesn't always have to be stories, you might share non-fiction books about favourite topics, or magazines and cartoons.

Impact of parents reading to their children

Here's how many words children would have heard by the time they were five years old:

- Never read to - **4,662** words
- 1-2 times per week - **63,570** words
- 3-5 times per week - **169,520** words
- Daily - **296,660** words
- Five books a day - **1,483,300** words



School PTA (Parent Teacher Association)

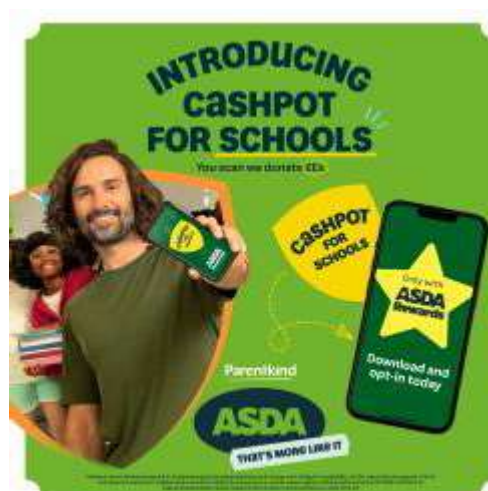
Help us raise some much needed funds just by doing your weekly shop!

Do you shop in Asda? If the answer is yes...please read on!

Parentkind – the charity that supports school PTAs - have teamed up with Asda, who is making millions of pounds available to donate to primary schools across the UK through their 'Cashpot for Schools' initiative – all you have to do is, opt in through the Asda Rewards app, choose **Studley Infants' School** and shop and scan in store or shop online at Asda.com, between 2nd September and 30th November 2024

Asda will donate 0.5% of the value of your shop to our Primary school. Also, every time somebody opts in, Asda will give an additional £1 to the school Cashpot. Plus, it doesn't stop there – Asda are also giving £50 to every school to get them started.

Asda does the rest, all money raised will be donated to schools to spend on the things they need the most and benefiting our children.



Local Messages

Applying for a Reception and Year 3

Applications can now be made for Reception and Year 3 for September 2025. The deadline for applications is 15th January 2025.

Please note that parents of children who attend our nursery must apply for a Reception place as attendance at our nursery does not guarantee a place in Reception.

Please click the link to be taken to Warwickshire admissions page

<https://www.warwickshire.gov.uk/primaryplace>

Studley Christmas Lights Switch on

On Friday 29th November Studley Christmas lights will be switched on! Please note the High Street will be closed from 5.30pm restricting vehicle access to the main gates to school.

Remembrance Parade

We are incredibly proud of the five children that represented Studley Infants' School on Remembrance Day. Thank you Emberly Connolly, Emilia Rhodes, Oliver Freeman-James, Frankie Bridges and Edward Fincham.

The Harbour

The children in The Harbour are having a great term with lots of exploration, discovery and messy play! Some of the children joined in with singing during whole school assembly, it was so lovely to hear their wonderful singing and see their happy and joyous faces. As we approach the festive period there will plenty more messy play that likely will include sparkle and shine!





Early Years

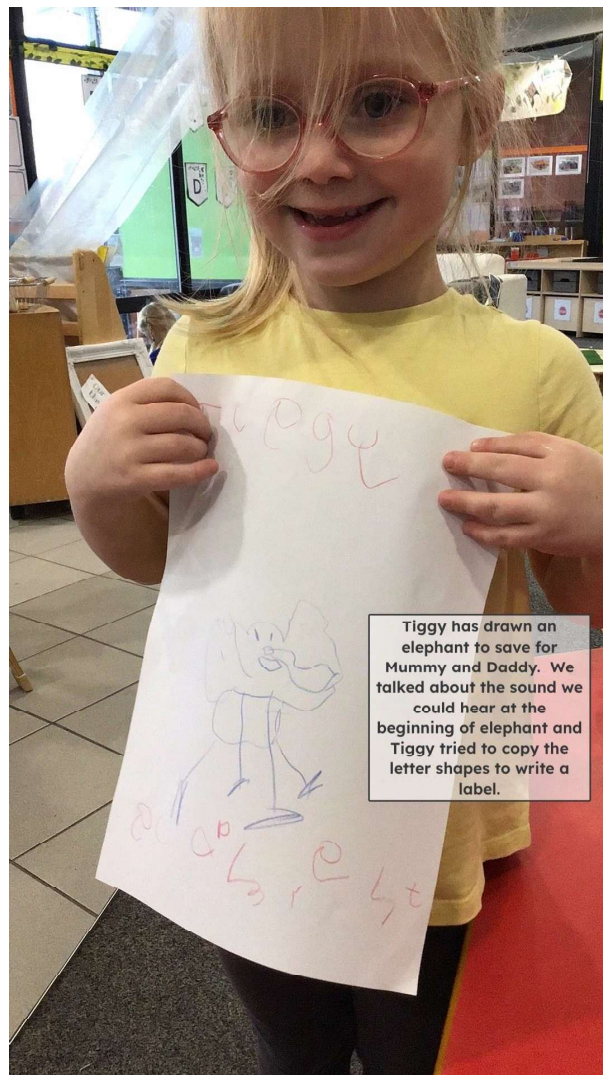
Nursery have been working on wonderful walking and terrific tidying up. We are also trying to look after our hats, scarves and gloves in the cold weather. Lisa says "gloves in your pockets, hat down your sleeve, scarf down your sleeve"

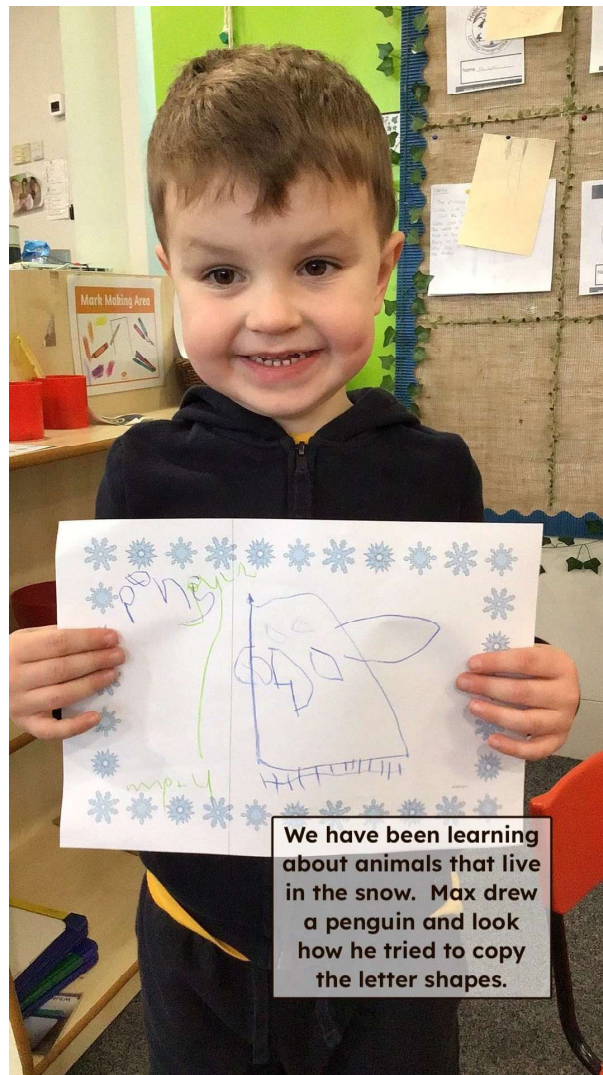
Reception children took a walk out into the local community to have a look at the poppies laid for Remembrance Day. They were excited to see the poppy wreath with the school logo on!





1 - Our Reception children creating the Jamaican flag using paper, paint, and a lot of glue!





We have been learning about animals that live in the snow. Max drew a penguin and look how he tried to copy the letter shapes.



Key Stage One



Key Stage One are having a busy term!

- KAPLA visited and the children created amazing structures using wooden bricks
- Visit from the Fire Service to learn about fire safety
- Visit from Energy Sparks to learn about how we are using our energy in school-and how to be better at saving energy-and money!

- Water workshop to learn about the importance of water and how to ensure we are not wasting water
- Maple class had their visit to the forest, weather was much better, if not a tad chilly.
- We had our International Day focusing on Jamaica.

More exciting things to come with storytellers, pantomime and festive fun.

In Year 2 they are working hard on their writing skills and using expanded noun phrases in their sentences.

Celebration Assembly

We have reflected on our Friday Celebration assemblies and made some changes. One of the changes is that personal achievements will be celebrated in the child's class moving forward.

Celebration assembly will focus on Birthdays for that week, Celebration Certificates (more information about this below), Dojo points, and class of the week based on how many Dojo Points have been achieved for each class. This is revealed in real time during the assembly, always an exciting time! Class of the week receives a trophy to keep in their class for the following week.

There are specific awards associated with individual Dojo Points:

50 points = 15 minutes extra field fun time

100 points = Children can come to school in their own clothes. Parents/Carers will be notified via Parentmail/Seesaw

150 points = Face paint. Children will be able to choose a simple image that teacher will paint on at break time, OR tablet time

200 points = A biscuit and a drink in Beccy's office to celebrate achievement

What sorts of things do children achieve Dojo points for?

A range of things, but some examples include:

- Reading at home-3 points are awarded for this
- Consistently following school rules; Be ready, Be respectful and Be safe
- Consistently following our focus areas; Wonderful Walking, Terrific Tidying, Lovely Lining Up and Marvellous Manners
- Being kind, thoughtful and caring towards others

PIC-COLLAGE

3 - Key Stage One had a special delivery!



4 - Busy doing maths



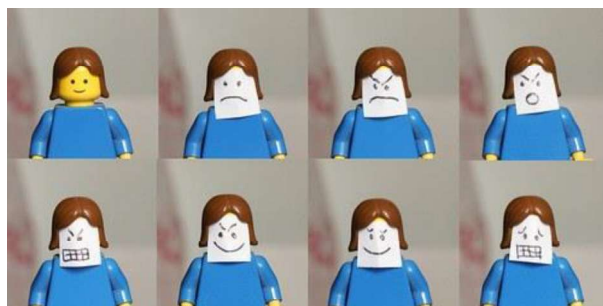
5 - Fun in the forest





6 - Amazing structures built during our KAPLA Day

Autumn 2 Focus area: Behaviour and Relationships



Our Behaviour and Relationships Policy

Many believe that behaviour management in schools is about stopping poor behaviour and ensuring all follow the rules, boundaries and limitations to create harmony. In some ways, yes, that is what we are trying to achieve, but it is about so much more. We are trying to support our young people to understand themselves, others and the world around them. Our aim is to acknowledge those big feelings, allow the child to feel them, whilst helping them know the right way to communicate those feelings. As part of this it is about consequence of actions, which can sometimes be that another person is incredibly upset, and it is important the child understands their part in that and think about how to rectify the outcome. This is all about relationships with others, how we treat others, and how we know and understand ourselves to be able to build relationships.

How we support behaviour and relationships at Studley:

We know that children need clarity, boundaries and consistency and so we aim to ensure we communicate regularly about strategies and how best to support behaviour and relationships.

We want to support children to recognise their own behaviour and the impact on others in order to build successful and positive relationships with others.

We do not label children as naughty or talk about naughty children or bad behaviour, we focus on the communication behind the behaviour

We seek to better understand the context around a situation in order to get to the root of the issue

We aim to understand our children and know their trigger points and how they react in certain situations

We know we have a duty to help our children deal with change, disappointment and things that might cause uncertainty by being consistent, clear and providing strategies to deal with similar situations moving forward.

We want to support all children to understand the big emotions of others and reassure them

Taken from our Behaviour and Relationships Policy:

1. SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we will: -

- offer each other and the children a welcoming smile.
- be authentic, listen, engage and connect with every child;
- model our expectations
- show appreciation of the efforts and contribution of all;
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
 - Will manage the transitions between lessons so corridors feel like safe places
 - Will provide routine in every lesson, in every classroom so pupils know what happens next.
 - be **consistent**.
- **By doing this we will:**
- Create a positive climate with realistic expectations.
 - Emphasise the importance of being valued as an individual within the group.
 - Provide a caring and effective learning environment.
 - Model and encourage relationships based on kindness, respect and understanding of the needs of others.
 - Staff have high expectations and always maintain boundaries to ensure pupil needs for consistency, predictability and security are met.
 - Ensure fair treatment for all regardless of age, gender, race, ability, and disability.

Fundamentally behaviour shapes what we do, how we react and how we build connections with others. We are trying to support our young people to manage those big emotions in a positive and acceptable way, and as part of that build trusting and successful relationships with others.

We know it is important that our families know and understand our viewpoint on behaviour, and with that, how we support it in school. By being understanding, acknowledging feelings and connecting with our children we are not condoning negative actions, purely trying to find a way to support every child have positive experiences, relationships and outcomes, in preparation as they move through life.

Support for parents/carers with supporting anxiety

Please click the link to access a free guide about supporting children with anxiety.

https://beaconschoolsupport.co.uk/members//download_toolbox_item.php?item=anx

