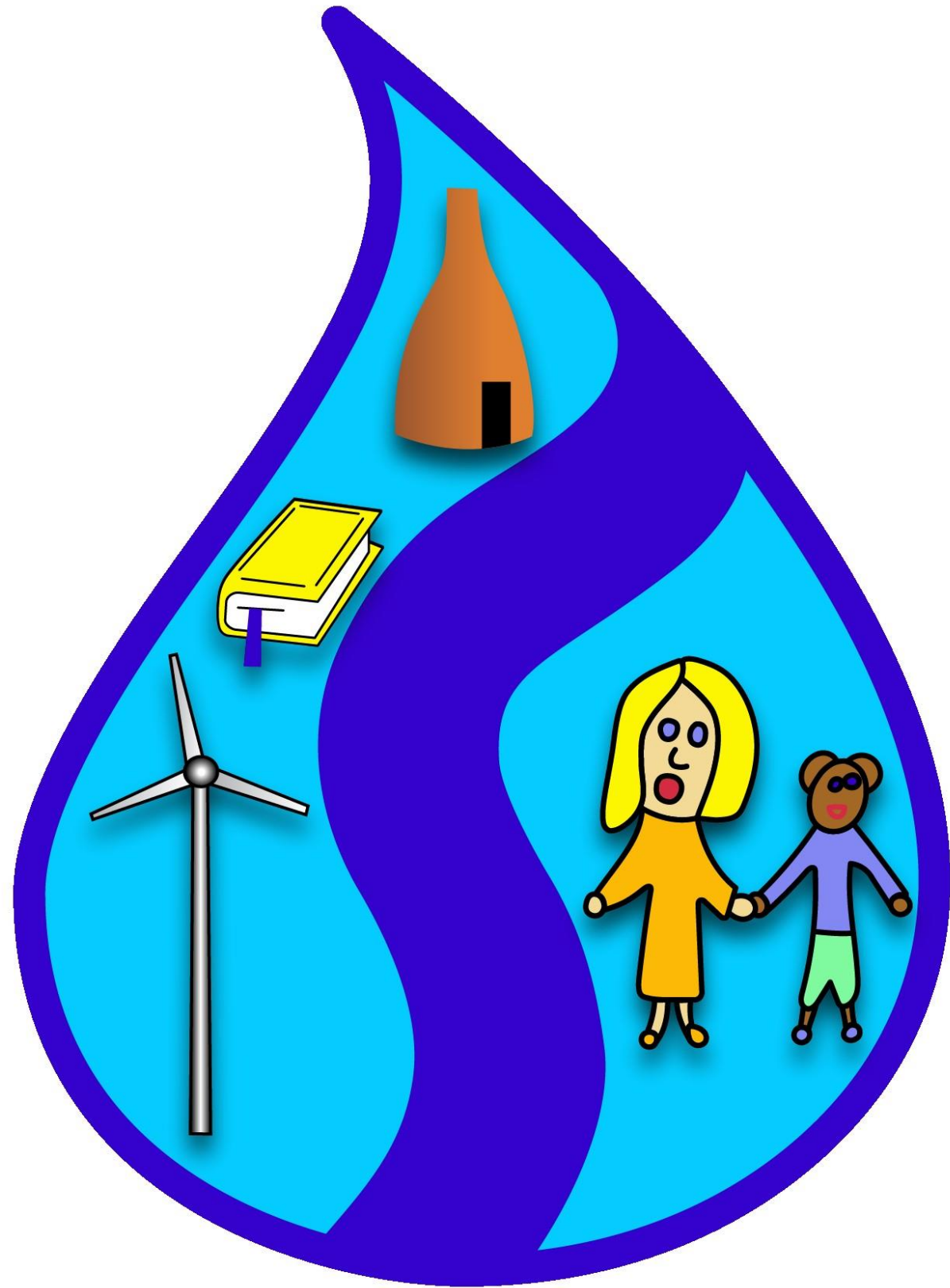


Waterside Primary

School

Empowering learners...to achieve dreams



Weekly Update 2023-2024: Week 22

“

Alone we can do so little, together we can do so much.

HELEN KELLER

Southern Living

It has been great to be back this week!

Thank you as always for your passion and drive to support all learners and your continued commitment to Waterside.

This half term our focus on improving outcomes for all learners begun with Monday's CPD on Schemata. I hope that you found this informative, and that it has helped you in understanding the reason why our curriculum is designed and delivered in the way that it is. I have made an overview slide of the CPD for you in this weekly update for your convenience.

If you require any further support or you would like further CPD then please do request this. The only way that we can improve outcomes for pupils is for us to improve our own practise and to work as a team.

As we live and breathe Waterside, we do not always recognise the amazing work that we do. However there is a positive climate for learning where pupils are fully engaged in their learning and are proud of their work. Most pupils do consistently have very positive attitudes, and behaviour is exceptional. We may not always think this because of a few of the challenging children that we have. But schools are ever changing and as a parent commented this week 'Schools are now behaviour units and SEND schools' because we are fully inclusive and support all pupils needs.

With that being said, I understand the pressure that this puts on ALL staff. We are though a team, and we are here to help and support each other through challenging moments. And they are just that... moments. Together to we can make such a difference not only to the children but to each other. You are never alone and if you require support it is okay to admit that – this is something I have often found difficult myself but I am learning to do this now as I know it is the only way I can improve and be effective in my role.

I hope that you all have an amazing weekend.

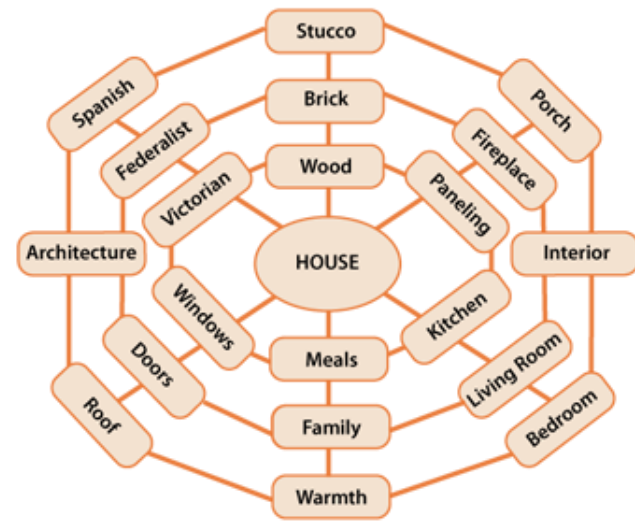
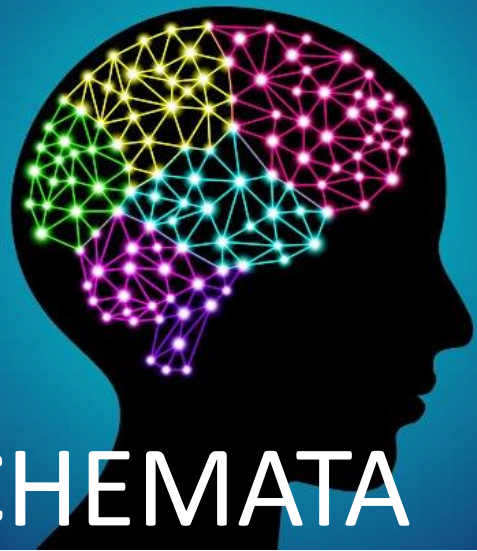
Lou x 😊

”

The way to achieve your own success is to be willing to help somebody else get it first."

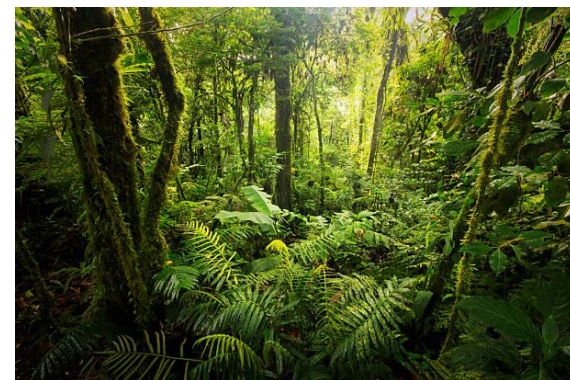
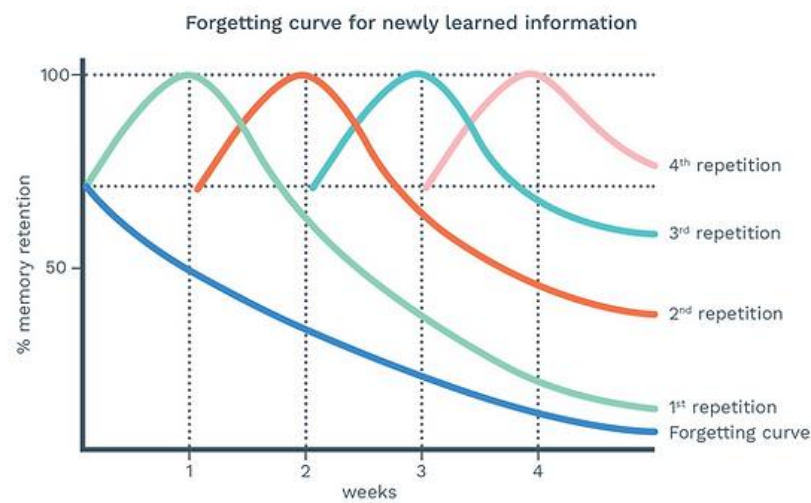
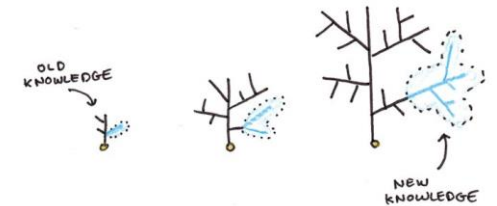
Iyanla Vanzant

SCHEMATA



As adults we intentionally build schemas to help us to understand new information. We can add to our schemata or change them using the new knowledge that we have received. A schema is a mental structure to help us understand and organise knowledge. When we take in new information, we make connections to things we know or have experienced. Experts are able to organise ideas and knowledge where as novices see it is separate knowledge. Therefore it is important to help pupils to build mental models and develop schemata.

When we introduce new knowledge to pupils the branches of schema that are already formed act as an arm for the new knowledge to hook on to. Without prior knowledge or something to hook onto the knowledge is easily forgotten. Children also need to be curious or have curiosity to help them with retention; however, remember knowledge builds curiosity and curiosity increases knowledge.



As educators you are axe wielders that help pupils navigate new learning creating the pathways for pupils to access the new knowledge that they have been given.

We need to be able to recognise and address when knowledge has been forgotten and purposefully planning in opportunities for pupils to retrieve knowledge, and not cognitively overload. Cognitive overload is when too much new information is given to pupils and they have not secured or embedded prior knowledge.

If we are asking pupils to do too much or rely upon knowledge that is not secured then they could be overloaded.

Key Takeaways from Ebbinghaus's 'forgetting Curve'

- Memories weaken over time.
- The biggest drop in retention happens soon after learning.
- It's easier to remember things that have meaning.
- The way something is presented affects learning.
- How you feel affects how well you remember.

Action

- **Review learning** at key moments or strategic points (Hinge questions at key points/flashback 5/task design/anchors)
- **Overlearning** (revisiting knowledge/ask 5/retrieval practice/rehearsal)
- **Develop schemata**
- **Reduce cognitive overload**



Learning is a lasting change in capability and understanding.

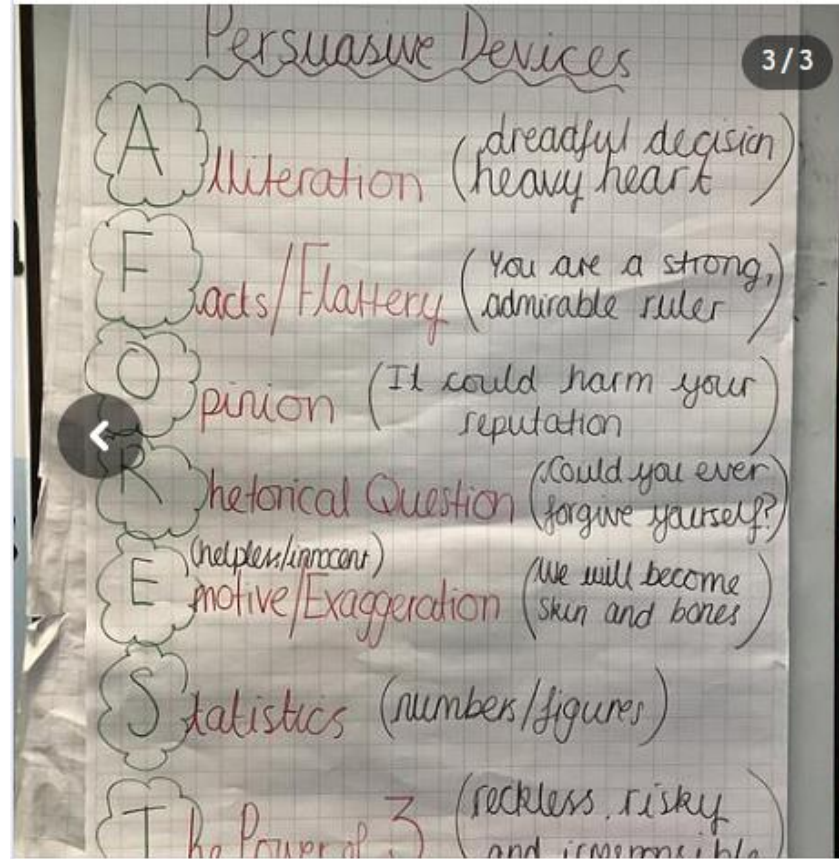
It is important to build upon prior knowledge through retrieval and practice.

We can intentionally help pupils to build mental models developing their schemas.

Class Dojo Story Examples...



Well done to our 3 winners of the TT Rockstars competition!



Last week we looked at the features of a persuasive letter. We will be using all of these techniques in our writing next week.

6 likes 33 views



We enjoyed trying out some yoga poses today! Some of us are very flexible, much more flexible than Miss Smith!

11 likes 34 views



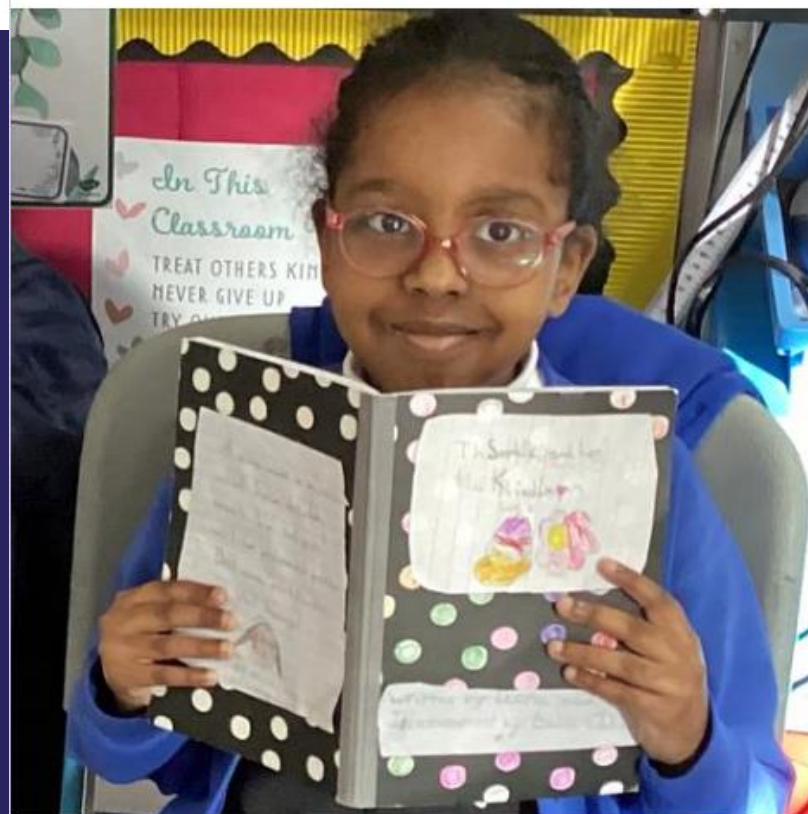
Today we have launched our Red2Blue initiative in school. This is all about being in a 'Red Head' where we might feel stuck, worried or pressured and how to enter our 'Blue Head' to improve our mental health. You may wish to discuss this with your child about what they have learned today, we will be using this as a tool to help children understand their feelings and deal with worries.

Translation viewed by 1 parent

9 likes 41 views

Remember to share with your parents during the week on Class Dojo. This is where most parents interact and see our successes.

This could be to share a child's success (in or out of school), sharing learning, photographs of children's learning or to inform them of what's going on in school.



One our children decided to write her very own story with illustrations, a front cover and many chapters. She then shared it with the class during story time. Well done!

12 likes 36 views

Lou G Updates

Flick Learning

Please, if you haven't yet, please ensure you complete Prevent Training.

SET have enrolled you on mandatory training which you will need to complete. Please have a look and complete as necessary



Health & Safety

We have an H & S visit on Wednesday 28th February 2024. Can you please ensure your classrooms are tidy, all doorways are clear. They may ask to speak to staff members – they will pick these randomly so please familiarise yourself with our H & S Policy.



General Admin

Time off – if you require time off for an appointment, please make sure you complete the appropriate form in good time for me to get this signed off by Lou W – as this can impact cover etc.

Orders - Please check with Lou W before asking me order anything (other than usual stationery goods) as we need to be mindful of the budget at this time of the year.

Safeguarding– There is a form that all Teachers and Teaching Assistants must collect from me and complete by Tuesday 27th February at the latest.



Trips

All trips need to be agreed by Lou W before anything is booked

You must also cost out the trip taking into consideration the cost for parents before booking. Any letters need to be approved by Lou W before they are sent out to parents

All trip packs need to be completed on Evisit (you should have all received your username and password – any issues let me know) at least 4 weeks before the visit

The paper pack should be completed at least 2 weeks before the trip and signed off by either Lou W or myself

Finally, please put the trip into the school calendar or ask Kate to do this for you.



Wellbeing Slide

There is no such thing as work-life balance – it is all life. The balance has to be within you.

SADHGURU



Wellbeing Team

We are currently have a vacant position within the wellbeing team as Alice if on maternity leave. If would like to join us please speak to either Lou G, Charlotte or Danielle – we would love you to join us.

Charlotte will be sending out a survey next week please take the to complete so that we can gather idea of what you would like to improve staff wellbeing at Waterside.

Suggestion Box

I will be making a suggestion box in the upstairs office if you have any ideas for the wellbeing team for us to discuss.

Every suggestion is valued.



Wellbeing Wednesdays

Starting from next week weather dependent we will be starting walking Wednesdays where will walk around the track – I am told 11 laps is 1 mile – thanks to Lynne and Kim for testing this out for me. We will meet outside by the green gates at 4.30pm

Stay for as long or as little as you like!



Shout Outs

As from next week I will be adding a thank you section to the slide. If you want to say thank you to anyone, please let me know by Thursday morning



Pride

This week in Monday's assembly, I spoke with the children about my challenge for them this half term. We defined the word pride and being proud and how we could show this in every aspect of school life.

This half term please can you change your values certificates to Pride (you could still link it to our school values). I will also be looking for children who show pride in their appearance, their work, their learning and children who show how proud they are to be apart of Waterside.

As mentioned in the weekly update last week, in class I would also like you to focus on handwriting and presentation especially for those who struggle. Please remember from Year 2-6 to send a list of your pupils who still require further support and what their personal area of need is. i.e. pencil control, letter formation, pressure, hand control etc to your phase leader.

ACTION:

To help drive standards in presentation, we are also asking that at the start of every writing, humanities, science lesson that you practise handwriting. This could be the children write a piece of dictated knowledge from a previous lesson or it could be a list of words that they may use in the lesson (please do not write a list down the page though).

ASSESSMENT

It is nearly that time again where we will be assessing the pupils outcomes for core subjects to identify pupils who require additional support and to identify the gaps in pupils knowledge. Assessment week is Monday 4th March with data being submitted by Friday 8th

Assessment Week requirements:

DC Pro requirements:

School and Trust data entered for all areas

School and Trust data entered for Phonics

School and Trust data broken down for Literacy and PD

Assessment Week requirements:

NFER Maths

Phonics Screening

Science Progress Test

DC Pro requirements:

School and Trust data for:

Maths
Reading
Writing
Phonics
Science

Standardised scores for:

Maths
Science

Assessment Week requirements:

NFER Maths

NFER Reading

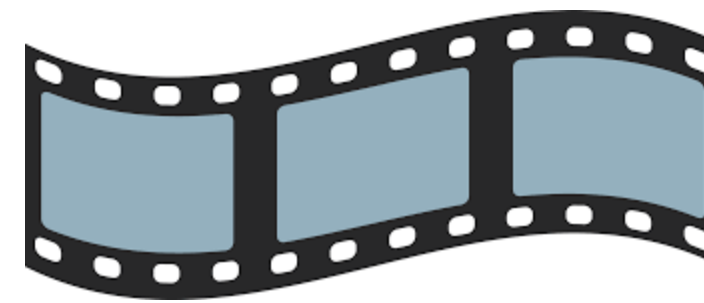
NFER SPaG

Science Progress Test

DC Pro requirements:

Assessment Week requirements:

DC Pro requirements:



This term, due to the length, we will only be hosting a film night.

On Wednesday 20th March we will be hosting a film night for YN-Y3 from 3.30 – 5pm

On Thursday 21st March we will be hosting a film night for Y4-6 from 3.30- 5.30pm

There will be no clubs on this week. A dojo will go out to parents and the slip.

We are asking that children bring the £2 on the night and for this they will get a drink and a snack.

Children are being asked to choose their film in advance so that we can get the correct number of rooms and staff.

If you are able to help out on any of the evenings, please let Jill Acar or Hollie W know.

Thank you

Safeguarding Spring Updates

Children under Safeguarding Categories of Needs	Under assessment	Cause for concern	Medical Care Plans	Behaviour Concerns	Wellbeing focus
<p>Looked After Children Princess Lloyd (YN) McKenelly T (Y6) Aisha R (Y5) Elsie Mae Sutton (YR)</p> <p>CP Leila MH (Y1) Ciara Burton (YN) Tylan Whalley (Y6) Loella (YN)</p> <p>CIN Ivy R (Y2) Khloe N (Y1)</p> <p>EH Local Authority George R (Y4) Noah (YR) Zain Abbas (Y4) Anniyah-Rose T (Y2)</p> <p>School Led Emilia C (YR) Safa (YR) Subhan (Y3) Rayan (YN) Oskar B (YR) Ashraf (Y1)</p>	<p>Section 47 Ezra Q (Y3), Malachi Q (Y1) Isaiah Q (Y5)</p> <p>Section 17</p>	<p>Shazain Ali (Y2) Hija (Y6)</p> <p>Rhianna (Y6)</p> <p>YA (YR)</p> <p>MA (Y3)</p>	<p><u>Care Plans Set up in school – Location SLT Office.</u> KN (Y2) – Egg Allergy ML (Y2) Nut Allergy JA (Y5)– Diabetic Care Plan EA (Y6) reflex syncope KM (Y5) – Nuts L J (Y3) Egg free AD (Y3) Epilepsy ZA (Y5) –vasovagal syncope SS (YR) Epilepsy YB (Y1) – Cystic Fibrosis SH (Y4) – Allergies LP (Y4) – UTI/Kidney Infections BE (Y5) – Nut allergy</p> <p><u>Staff</u> Jill Acar– Diabetic Ami Flaherty –Epilepsy Caroline Cooke– Diabetic Kate Baker – Diabetic</p>	<p>Oskar B (YR)</p> <p>Yani (Y1)</p>	<p>Harley (Y6)</p> <p>Harry S (Y2)</p> <p>Eliza (Y5)</p>
				Referrals	

Sprints

Please see below the actions that we ALL need to take to drive forward as we are high aspirational for all pupils.

Week	Quality of education: To further develop pupils' independence and fluency through developing their schemata's	Personal Development: To continue to drive the PD curriculum and school ethos to embed skills that support pupils with emotional regulation.	Leadership and Management: To further support teachers in leaders understand of the learning process to improve academic outcomes	Behaviour and Attitude: To continue foster a love for learning across the curriculum to engage learners developing curiosity	EYFS: To continue to drive the curriculum and provision planned to developing schematic play that supports and challenges the needs of all learners including those with SEND.
21	<p>Whole staff CPD – Schemata and the learning process (LW)</p> <p>Staff Implementation of strategies (ALL STAFF)</p> <p>Observations of performance of pupils – Have they secured schemata in lessons? (ALL LEADERS)</p>	<p>Red2Blue display are present in all classrooms and corridors (DJS/ALL Staff)</p> <p>Staff and pupils are confident in using the Red2Blue language – staff questionnaire / pupil questionnaire (ALL Staff)</p>	<p>Whole staff CPD – Schemata and the learning process (LW)</p> <p>Staff Implementation of strategies (ALL STAFF)</p>	<p>Whole staff CPD – Schemata and the learning process (LW)</p>	<p>Whole staff CPD – Schemata and the learning process (LW)</p> <p>Staff Implementation of strategies (ALL STAFF)</p> <p>Observations of performance of pupils – Have they secured schemata in lessons (ALL LEADERS)</p>
21	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Coaching and mentoring (ALL STAFF)</p>	<p>Red2Blue coaching (DJS)</p>	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Coaching and mentoring (ALL STAFF)</p>	<p>Observations of pupils and staff – Can we identify love for learning?(ALL LEADERS)</p>	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Coaching and mentoring (ALL STAFF)</p>
23	<p>CPD – using assessment for learning effectively to improve outcomes (LW)</p> <p>Observations of performance of pupils – Have they secured schemata in lessons? (ALL LEADERS)</p>	<p>Red2Blue visit from Gazing to review practise currently in school (DJS)</p>	<p>CPD – using assessment for learning effectively to improve outcomes (LW)</p> <p>Observations of performance of pupils – Have they secured schemata in lessons (ALL LEADERS)</p>	<p>Coaching and mentoring (ALL STAFF)</p>	<p>CPD – using assessment for learning effectively to improve outcomes in continuous provision and facilitation (HM)</p> <p>Observations of performance of pupils – Are they involved in schematic play what does it tell us?(ALL LEADERS)</p>
24	<p>Coaching and mentoring (ALL STAFF)</p>	<p>Red2Blue workshop – parents (DJS)</p>	<p>Coaching and mentoring (ALL STAFF)</p>	<p>Observations of pupils and staff – Can we identify love for learning?(ALL LEADERS)</p>	<p>CPD – Schemata and the learning process (HW)</p> <p>Coaching and mentoring (ALL STAFF)</p>
25	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Reviewing progress towards Sprint/ areas for refinement (ALL LEADERS)</p>	<p>Review impact and next steps</p>	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Reviewing progress towards Sprint/ areas for refinement (ALL LEADERS)</p>	<p>Review impact and next steps</p>	<p>Review strategies /Open learning conversations (ALL STAFF)</p> <p>Reviewing progress towards Sprint/ areas for refinement (ALL LEADERS)</p>



Week 21

EYFS

Class	Ducklings	Ducks	Swans
%	93%	86.2%	96.7%



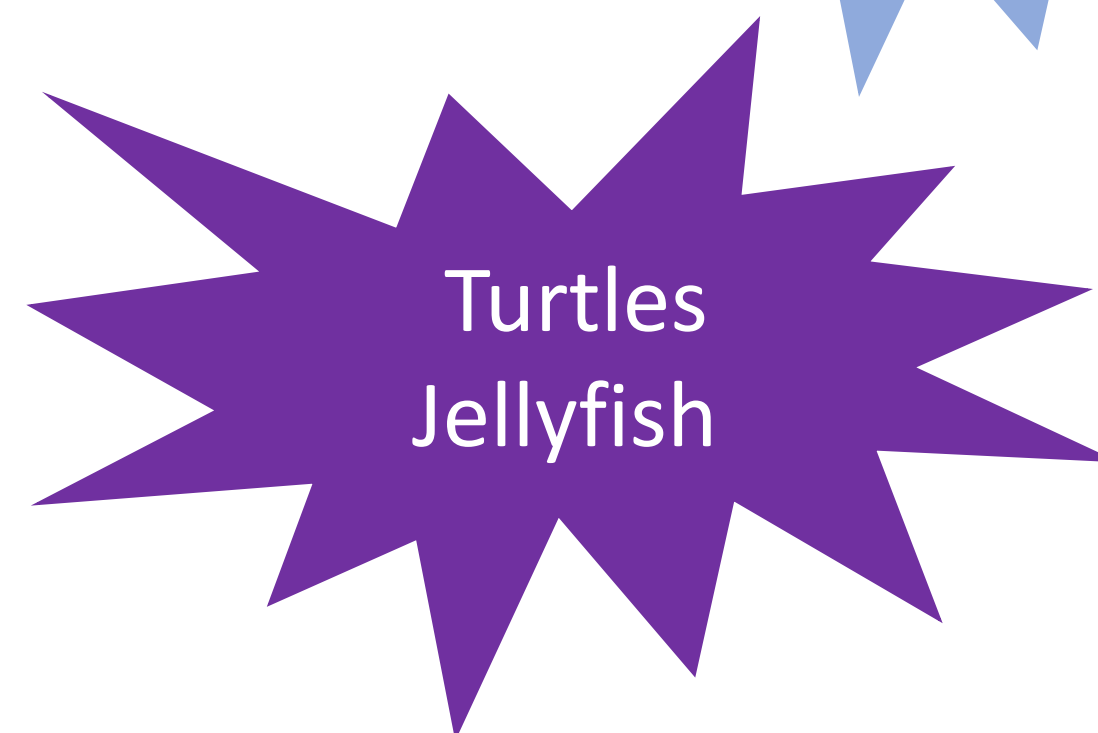
KS1

Class	Seals	Seagulls	Penguins	Puffins
%	95%	93.3%	97.3%	95%



LKS2

Class	Turtles	Jellyfish	Stingrays	Manatees
%	98.7%	98.7%	94.7%	92.9%



UKS2

Class	Dolphins	Narwhals	Whales	Sharks
%	97.3%	97.3%	93.6%	94.8%

School Target 97%

Whole school attendance (excluding under 5s) – 95.7%

Whole school attendance – 95%



Development and Monitoring



Week	Updates (3.45-4.05)	Development (PDM)	Operational Monitoring/ Evaluation	Focused Monitoring (Sprints)	Foundation Leadership time	Ongoing Monitoring	Events	Enrichment	
21	Our curriculum (HW)	Improving outcomes for all learners – developing schematas (LW) (TSAs Required)	N/A	Improving outcome through developing schematas Observe: Writing : Phase Leaders Computing: Josh EYFS: HM	Spring 2 - Data Analysis	Weekly Behaviour Analysis			
22	Fostering a love for learning (LW)	Improving outcomes for all learners – developing schematas (feedback and discussion) (LW)	Health and safety Audit	Observations – love of learning/ Pride (Learning walks – phase leaders) Improving outcome through developing schematas Observe: PE: Holly M Humanities: JC/HW/CB	--Book Scan / Pupil Voice (Challenge and Love for Learning focus) Management Time (Wed/ Friday)		Y5/YN Parent Consultations Year 3 Assembly		
23	Red2Blue (DJS)	Improving outcomes for all learners – developing assessment for learning (LW)	Local authority visit Red 2 Blue visit	Improving outcome through developing schematas Observe: Maths : Phase Leaders Science: Amy C EYFS: HM	Week 21 - Computing Week 22 – PE and RE		Uniform Checks Learning Walks Attitudes to learning (including book scans)	NFER Assessment Week Phonics screening practise Red 2 blue visit	World Book Day
24	Moderation and Assessment (NS/LW) Writing Moderation and Data Analysis TWILIGHT for TEACHERS until 6.00		Data Due 11/04/24	Observations – love of learning (Learning walks – phase leaders) Improving outcome through developing schematas Observe: DT: NR Latin: CC EYFS: HM	Week 23 – Science Week 24 – DT and Latin Week 25 - Art			Year 4 Assembly Comic Relief	British Science Week (Launch Crest Awards) Enrichment Day
25	Reviewing support for pupils with SEND – setting targets and developing clear plans of actions (TA to stay time will be owed back – 4.00pm finishes for Y1-6 on T/W/Th; EYFS 3.45 finishes T/W/T/F)			Improving outcome through developing schematas Observe: Reading/ Phonics: CC/ TBD					Dance 24



Spring Information

Sprints

Due to the short term, the sprints this time will continue into Spring 2. However, from monitoring last half term there is a slight amendment to these. Our focus this half term across all springs is around 'Improving outcomes for all pupils'. Whether this is academic achievement, personal development, behaviour or meeting individual needs. Please see below the adapted sprints.

Quality of education:

To further develop pupils' independence and fluency through developing their schemata's

Personal Development: To continue to drive the PD curriculum to embed skills that support pupils with emotional regulation.

Leadership and Management:

To further support teachers in leaders understand of the learning process to improve academic outcomes

Behaviour and Attitude:

To continue foster a love for learning across the curriculum to engage learners developing curiosity

EYFS:

To continue to drive the curriculum and provision planned to developing schematic play that supports and challenges the needs of all learners including those with SEND.

Behaviour

If escalating to a Phase leader, please be mindful that they are teaching. Other Leaders are available at this point as in the table below. All Leaders will alert the phase leader of the behaviour issues for their phase.

Day	AM	Lunch	PM
Monday	Danielle JS / Hollie W	Danielle JS / Hollie M	Danielle JS
Tuesday	Danielle JS / Tara	Danielle JS /Tara BD	Danielle JS
Wednesday	Danielle JS / Caroline	Caroline/Hollie M	Hollie M
Thursday	Nic S/ Hollie W	Nic S / Hollie W	Hollie W/ Hollie M
Friday	Hollie M	Hollie M	Hollie M

Naomi will deal with escalated behaviour at Senior Leader level in my absence or if I am busy.

Safeguarding

Day	AM	PM
Monday	DSL: Lou W/ Hollie M DDSL: Danielle JS	DSL: Lou W DDSL: Danielle JS
Tuesday	DSL: Lou W/ Hollie M DDSL: Danielle JS	DSL: Lou W DDSL: Danielle JS
Wednesday	DSL: Lou W/ Hollie M DDSL: Danielle JS / Naomi R	DSL: Lou W/ Hollie M DDSL: Danielle JS / Naomi R
Thursday	DSL: Lou W/ Hollie M DDSL: Naomi R	DSL: Lou W/ Hollie M DDSL: Naomi R
Friday	DSL: Lou W/ Hollie M DDSL: Naomi R	DSL: Lou W/ Hollie M DDSL: Naomi R

Unless informed via Teams of any changes, the above table shows who is available on each day should you need to raise a safeguarding concern. Remember to report first before you record on My Concern.

Lunch Time SLT Rota

Inside		Outside		
	12.15 – 12.40		12.10 – 12.35	12.35 -1.00
Monday	Danielle	Monday	Hollie M	Lou W
Tuesday	Danielle	Tuesday	Tara BD	Lou G
Wednesday	Danielle or Naomi	Wednesday	Hollie M	Caroline
Thursday	Naomi	Thursday	Hollie W	Nic S
Friday	Naomi	Friday	Lou G	Lou W

Lunch Time Zones

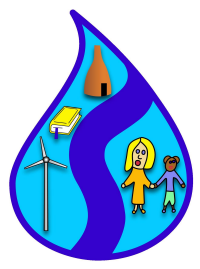
T/Th	KS1 (12.10 – 12.30)/ LKS2 (12.15 – 12.35)		UKS2 (12.40 – 1.00)	
Zone 1 (Agility course/KS1)	KS1	Tayyibah	Year 5	Kim
Zone 2 (Shelter)		Vikki		Ami F
Zone 3 (Basketball)		Jo B		Jo B
Zone 4 (Free Play Zone)		Jane B		SLT
Zone 5 (MUGA) Limited to 20 chn	LKS2	Steph M	Year 6	Emma P
Zone 6 (Gym)		Ami F		Natasha
Zone 7 (Track)		Jill		Jill
Zone 8 (Shelter)		Steph/ Lynne		Steph/Lynne

Lunch Time Zones

M/W/F	KS1 (12.10 – 12.30)/ LKS2 (12.15 – 12.35)		UKS2 (12.40 – 1.00)	
Zone 1 (Agility course/KS1)	LKS2	Steph M	Year 6	Kim
Zone 2 (Shelter)		Ami F		Ami F
Zone 3 (Basketball)		Jill		Jo B
Zone 4 (Free Play Zone)		Steph/Lynne		SLT
Zone 5 (MUGA) Limited to 20 chn	KS1	Tayyibah	Year 5	Emma
Zone 6 (Gym)		Vikki		Natasha
Zone 7 (Track)		Jo B		Jill
Zone 8 (Shelter)		Jane B		Steph B/Lynne

Lunch Time Zones – Year 5 and 6

	Staff Member	M	T	W	Th	F
Zone 1 (Agility course/KS1)	Kim	Whales	Dolphins	Sharks	Narwhals	Year 5
Zone 2 (Shelter)	Ami F	Whales	Dolphins	Sharks	Narwhals	
Zone 3 (Basketball)	Jo B	Sharks	Narwhals	Whales	Dolphins	
Zone 4 (Free Play Zone)	SLT	Sharks	Narwhals	Whales	Dolphins	
Zone 5 (MUGA) Limited to 20 chn	Emma	Dolphins	Sharks	Narwhals	Whales	Best behaved children from the week Y5/6
Zone 6 (Gym)	Natasha	Narwhals	Whales	Dolphins	Sharks	Year 6
Zone 7 (Track)	Jill	Dolphins	Sharks	Narwhals	Whales	
Zone 8 (Shelter)	Steph/Lynne	Narwhals	Whales	Dolphins	Sharks	



Morning Door Rota



	Main Building	Outside building
Monday	Lou W	Hollie M
Tuesday	Tara BD or Amy S	Caroline C or Charlotte S
Wednesday	Naomi R	Danielle JS or Josh G
Thursday	Nic S or Charley B	Sam C or Molly
Friday	Leah R	Lou W



	Phase Leader Assembly	Picture News (In Class) (Local/National/Global News)	Choral Practise	Phase Assembly
16	Safeguarding: Behaviour and Expectations	TBC	<p>Go the distance Roger Bart</p> <p>https://www.youtube.com/watch?v=62qtrR2eCu4</p> <p>Something inside so strong Kenny Rogers</p> <p>https://www.youtube.com/watch?v=kK9U7AMxkgs</p>	Personal Development: New Year goals
17	Citizenship: Citizenship Launch (Global Citizens)	TBC		British Values: Protected Characteristics
18	Values: Courage	TBC		Citizenship: Energy Saving week
19	Personal Development: Becoming Courageous	TBC		Citizenship: Time to talk – supporting each other
20	Safeguarding: Staying safe online	TBC		Safeguarding: Staying safe online
21	Personal Development: Red2Blue	TBC		Citizenship: Random Acts of Kindness
22	Values/Citizenship: Greta Thunberg	TBC		Faith and Religion: Ramadan
23	Values: Courageous Women	TBC		Leadership: International Women's day
24	Values: Courageous Men	TBC		Citizenship: Comic relief
25	Safeguarding: Phase relevant	TBC		Faith and Religion: Easter

Break Rota – Year 1/2 : 10.30 – 10.45

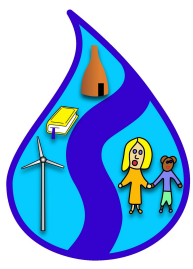
Week a			Week b		
	Teachers	TA		Teachers	TA
Monday	Hollie Amy S	Jane Taayibah	Monday	Jade Tara	Vikki
Tuesday	Jade Tara	Vikki	Tuesday	Hollie Amy S	Jane Taayibah
Wednesday	Hollie Amy S	Jane Taayibah	Wednesday	Jade Tara	Vikki
Thursday	Jade Tara	Vikki	Thursday	Hollie Amy S	Jane Taayibah
Friday	Hollie Amy S	Jane Taayibah	Friday	Jade Tara	Vikki

Break Rota – Year 3/4 : 10.45 – 11.00

Week a			Week b		
	Teachers	TA		Teachers	TA
Monday	Nic	Jill Acar Lynne L	Monday	Nic	Jill Acar Lynne L
Tuesday	Charley Molly	Steph M Ami	Tuesday	Charley Molly	Steph M Ami
Wednesday	Nic	Jill Acar Steph B	Wednesday	Nic	Jill Acar Steph B
Thursday	Charley Molly	Steph M Ami	Thursday	Charley Molly	Steph M Ami
Friday	Nic	Jill Acar Steph B	Friday	Charley Molly	Steph M Ami

Break Rota – Year 5/6: 10.45 – 11.00

Week a			Week b		
	Teachers	TA		Teachers	TA
Monday	Naomi Charlotte	Leah B Natasha	Monday	Josh Caroline	Emma Kim
Tuesday	Josh Caroline	Emma Kim	Tuesday	Naomi Charlotte	Leah B Natasha
Wednesday	Naomi Charlotte	Leah B Natasha	Wednesday	Josh Caroline	Emma Kim
Thursday	Josh Caroline	Emma Kim	Thursday	Naomi Charlotte	Leah B Natasha
Friday	Naomi Charlotte	Leah B Natasha	Friday	Josh Caroline	Emma Kim



Academic calendar 2023/24



September 2023	October 2023	November 2023	December 2023	January 2024	February 2024
1 Fr	1 Su	1 We Half Term	1 Fr	1 Mo New Year's Day	1 Th Y1 Parent consultations
2 Sa	2 Mo 40	2 Th Half Term	2 Sa	2 Tu Half Term	2 Fr
3 Su	3 Tu	3 Fr Half Term	3 Su	3 We Half Term	3 Sa
4 Mo Inset Day 36	4 We	4 Sa	4 Mo NFER 49	4 Th Half Term	4 Su
5 Tu Inset Day	5 Th Harvest	5 Su	5 Tu	5 Fr Half Term	5 Mo <small>Children's mental health week</small> 6
6 We	6 Fr	6 Mo 45	6 We	6 Sa	6 Tu <small>Y4 Parent Consultations /Safer internet day</small>
7 Th	7 Sa	7 Tu Y5 Parent consultations	7 Th	7 Su	7 We
8 Fr	8 Su	8 We	8 Fr <small>Christmas jumper day/data drop</small>	8 Mo Inset Day 2	8 Th Y3 parent consultation
9 Sa	9 Mo 41	9 Th YN Parent consultations	9 Sa	9 Tu	9 Fr
10 Su	10 Tu Y2 Parent consultations	10 Fr Remembrance	10 Su	10 We	10 Sa
11 Mo 37	11 We	11 Sa	11 Mo 50	11 Th	11 Su
12 Tu Meet the teacher	12 Th Y6 Parent consultations	12 Su	12 Tu	12 Fr	12 Mo Half Term 7
13 We Meet the teacher	13 Fr	13 Mo Odd Socks Day 46	13 We	13 Sa	13 Tu Half Term
14 Th Meet the teacher	14 Sa	14 Tu SET Health Check	14 Th Disco	14 Su	14 We Half Term
15 Fr	15 Su	15 We SET Health Check	15 Fr	15 Mo Enrichment Begins 3	15 Th Half Term
16 Sa	16 Mo Y5 bikeability 42	16 Th	16 Sa	16 Tu Interventions Begin	16 Fr Half Term
17 Su	17 Tu YR Parent consultations	17 Fr Children in Need	17 Su	17 We	17 Sa
18 Mo Clubs start 38	18 We	18 Sa	18 Mo 51	18 Th	18 Su
19 Tu	19 Th Y1 Parent consultations	19 Su	19 Tu EYFS/KS1 production	19 Fr	19 Mo 8
20 We	20 Fr	20 Mo 47	20 We EYFS/KS1 production	20 Sa	20 Tu Y5 Assembly
21 Th	21 Sa	21 Tu	21 Th EYFS/KS1 production	21 Su	21 We
22 Fr	22 Su	22 We	22 Fr Enrichment (AM)	22 Mo 4	22 Th
23 Sa	23 Mo 43	23 Th	23 Sa	23 Tu Y2 Parent consultations	23 Fr
24 Su	24 Tu Y3 Parent consultations	24 Fr	24 Su	24 We	24 Sa
25 Mo <small>TTRS launch day/I Pad training</small> 39	25 We Y6 bikeability/ Film night	25 Sa	25 Mo Christmas Day 52	25 Th Y6 Parent consultations	25 Su
26 Tu I Pad training	26 Th Y6 bikeability/ Y4 parent con	26 Su	26 Tu Boxing Day	26 Fr	26 Mo 9
27 We I Pad training	27 Fr	27 Mo 48	27 We Half Term	27 Sa	27 Tu Y5 Parent Consultations
28 Th I Pad training	28 Sa	28 Tu	28 Th Half Term	28 Su	28 We
29 Fr I Pad training	29 Su	29 We	29 Fr Half Term	29 Mo 5	29 Th YN Parent Consultations
30 Sa	30 Mo Half Term 44	30 Th	30 Sa	30 Tu YR Parent consultations	
	31 Tu Half Term		31 Su	31 We Y6 Assembly	



Academic Calendar 2023/24



March 2024	April 2024	May 2024	June 2024	July 2024	August 2024
1 Fr	1 Mo Easter Monday 14	1 We	1 Sa	1 Mo NFER 27	1 Th
2 Sa	2 Tu Half term	2 Th	2 Su	2 Tu	2 Fr
3 Su	3 We Half term	3 Fr Come and Play YN	3 Mo 23	3 We	3 Sa
4 Mo NFER 10	4 Th Half term	4 Sa	4 Tu	4 Th	4 Su
5 Tu	5 Fr Half term	5 Su	5 We	5 Fr Data drop	5 Mo 32
6 We Y4 Assembly	6 Sa	6 Mo Early May Bank H. 19	6 Th	6 Sa	6 Tu
7 Th World Book Day	7 Su	7 Tu	7 Fr	7 Su	7 We
8 Fr	8 Mo Eid 15	8 We	8 Sa	8 Mo Enrichment Day 28	8 Th
9 Sa	9 Tu Eid	9 Th	9 Su	9 Tu	9 Fr
10 Su	10 We	10 Fr Come and Play YR	10 Mo 24	10 We Production	10 Sa
11 Mo Data drop 11	11 Th	11 Sa	11 Tu Phonics screening/MTC Y4	11 Th Production	11 Su
12 Tu British Science Week	12 Fr	12 Su	12 We Phonics screening/MTC Y4	12 Fr Reports Out	12 Mo 33
13 We Last Day Enrich/Inter	13 Sa	13 Mo Y6 SATS 20	13 Th	13 Sa	13 Tu
14 Th Y3 Assembly	14 Su	14 Tu Y6 SATS	14 Fr	14 Su	14 We
15 Fr Comic Relief	15 Mo Inset Day 16	15 We Y6 SATS	15 Sa	15 Mo Disco 29	15 Th
16 Sa	16 Tu	16 Th Y6 SATS	16 Su	16 Tu Rewards	16 Fr
17 Su	17 We	17 Fr Come and Play YR	17 Mo Eid 25	17 We FS Graduation	17 Sa
18 Mo Enrichment Day 12	18 Th Y2 assembly	18 Sa	18 Tu Eid	18 Th	18 Su
19 Tu	19 Fr	19 Su	19 We	19 Fr Y6 leavers	19 Mo 34
20 We Film Night	20 Sa	20 Mo 21	20 Th	20 Sa	20 Tu
21 Th Film Night	21 Su	21 Tu	21 Fr Reports due in	21 Su	21 We
22 Fr	22 Mo Enrichment Begins 17	22 We Film night	22 Sa	22 Mo Inset 30	22 Th
23 Sa	23 Tu Interventions Begin	23 Th	23 Su	23 Tu Break up for summer	23 Fr
24 Su	24 We	24 Fr	24 Mo Sports Week/Y6 out and about week 26	24 We	24 Sa
25 Mo Half term 13	25 Th Y1 Assembly	25 Sa	25 Tu Sports Week/Y6 out and about week	25 Th	25 Su
26 Tu Half term	26 Fr	26 Su	26 We Sports Week/Y6 out and about week	26 Fr	26 Mo August Bank Hol. 35
27 We Half term	27 Sa	27 Mo Spring Bank Hol. 22	27 Th Sports Week/Y6 out and about week	27 Sa	27 Tu
28 Th Half term	28 Su	28 Tu Half term	28 Fr Last Day Enrich/Inter	28 Su	28 We
29 Fr Good Friday	29 Mo 18	29 We Half term	29 Sa	29 Mo 31	29 Th
30 Sa	30 Tu	30 Th Half term	30 Su	30 Tu	30 Fr
31 Su		31 Fr Half term		31 We	31 Sa