



Weekly Bulletin

Inspire, Create, Discover, Together

Update on School Closures

The Prime Minister has announced this week that the *earliest* schools will reopen to all pupils will be Monday, 8th March 2021. This means we'll be working with our current arrangements for at least the first two weeks after the half term break.

Further details of exactly what opening up schools again will look like are to be published on the 22nd February. The government have said though that they will give us at least 2 weeks notice. We will keep you posted as and when we know more.

Thank you to all of our families for your continued hard work and flexibility in supporting us to deliver our remote learning offer.

If you have any questions about our remote offer, we have published further information, as required by the DfE, on our website. The link to our Remote Education Provision: information for parents document can be found at:

<https://barrowcevcprimaryschool.co.uk/wp-content/uploads/2020/11/Template-for-schools-share-information-about-your-remote-education.pdf>



NIMO Engagement Rewards

We have been delighted to launch our new weekly engagement reward initiative this week. This is how it works:

- The names of children who have completed and turned in **AT LEAST** maths and English or the priority learning tasks every day (including Fridays) will be entered into our prize draw each week.
- The name of the winner from each class will be randomly drawn in Celebration Assembly on Fridays.
- The winners will each receive a £5 book token by email as a reward.

Thank you to Revel Outdoors for sponsoring the prizes to enable us to reward and motivate the children at this difficult time.



Mental Health Week

The Pastoral Team, along with some help from Mrs Reid our Wellbeing Governor, have been putting together some family friendly activities and assemblies so that we can all take part in national Children's Mental Health week next week. Look out for the daily activities and resources posted on Google Classroom from Monday, 1st Feb.



This Week's Remote Learning Engagement

% of children completing & turning in BOTH ENGLISH & MATHS each day:

RECEPTION	-	75%
YEAR 1	-	68%
YEAR 2	-	59%
YEAR 3	-	78%
YEAR 4	-	87%
YEAR 5	-	76%

We are being asked by the DfE to closely monitor daily engagement in the remote provision by our families.

This week we have again been looking carefully at the numbers of children who are completing and turning in maths and English tasks every day.

Thank you for your excellent support and keep up the good work!!

Pastoral Team Drop In

Online Drop in Session for Parents

Wednesday, 3rd February from
11.30am - 12pm

The Pastoral Team will be online next week to offer parents support or answer queries about any of the following:

- Emotional help
- Behaviour support
- Academic support
- Links to external agencies when needed
- Learners with special educational needs

Look out for the link on Google Classroom next week and drop in for a chat with Mrs Woodland, Miss Fairweather & Mrs Ashe

Needing Help With Technology?

Are you struggling doing remote learning on your phone? Are you sharing 1 device between a number of children?

WE CAN HELP!

We have a small stock of laptops in school which are available to our families on loan whilst the children are learning remotely. We've been really pleased to have already helped a number of families in this way over the last few weeks. *Please contact the office if you feel you would benefit from this support. A member of staff will get back to you as soon as possible to chat through the digital support you need.*

Help with technical issues is also available from our IT support consultant, Mark Denny. You can contact Mark directly by clicking on the link at the bottom of the school website homepage.



Remote Learning Clinic No.3 - Mrs Rance

Mrs Rance is one of our Year 2 class teachers, who is very busy working from home to deliver remote learning to her class. On top of this, she also is a Mummy to Christian, 10 and Nathan, 13 who both have additional needs.

- Make sure your child/ren have access to an uncluttered workspace that is comfortable and clear of distractions. Keep it well-ventilated if possible and allow them access to water (this is proven to increase brain function!).
- *During a trickier task, if your child is struggling to concentrate try interspersing it with very quick brain-breaks to allow a recharge of the mind and refocus of concentration. Good brain-break ideas are those with a full body movement e.g. a quick dash up and down the hallway, 10 star jumps, shake and wriggle are just some ideas – be inventive!).*
- Get your children outside for at least 20 minutes every day if you can. Being in the fresh air will invigorate their minds and the exercise will help them sleep better. The daylight will give them a good dose of Vitamin D which is vital for health. At school they would be having playtimes so this is so important for their health and wellbeing of mind and body.
- *If you have any real resistance from your child whilst attempting a task, try first agreeing a 'set amount' you want them to complete and then tell them what will happen next: "When you have completed the first 5 questions then we will have 5 minutes story time." Try not to make the reward a 'screen' one as these are difficult to break away from or food based! Things your child enjoys doing that are short and sweet are best.*
- Use verbal praise as you go along. Try to make this based on the learning behaviours or skills your child has shown rather than at their piece of work. Use phrases like "You've really taken your time with..." or "You concentrated so well when you..." will boost their self-esteem and show them that they are making progress as a learner.
- *If you see your child has made a mistake, rather than pointing it out to them (very tempting I know!) try to get them to spot it themselves – "Can you see a capital letter you may have missed out there? Can you point to it before I do?". Remember not to pick out every single mistake they do as this can be demoralising.*

Changing Reading Books

We would like to invite you to come and change your child's reading books in school each week.

When? Every **Tuesday** and **Friday** between 9.30am-2.30pm

Where? Main entrance, please go to the office where a member of staff will change your child's book.

Who? Please send only 1 adult per family. (Please do NOT bring your children if at all possible)
Social distancing rules will apply.

Please remember to return any existing reading books that you have at home.

Exercise books will also be available for collection any day between 9.30am and 2.30pm



RECEPTION

Sylvester
Evie C

YEAR 3

Joey
Rose

YEAR 1

Emilia
Jack

YEAR 4

Hudson
Emilia

YEAR 2

Jory
Harry

YEAR 5

Elliot M
Amelia

Well done to everyone for 'turning in' such great work on Google Classroom this week! Watch today's Celebration Assembly to find out about why the staff have chosen our award winners mentioned here.

If you've got an award, look out for your Celebration Assembly certificate and a special 'Mrs Ashe's Work of the Week' pencil in the post at home next week!

Helping With Handwriting

Handwriting practice for primary age children is all about consolidating previous skills. Your child should be able to review their own work. Noticing the good, the bad and, dare we say it, the ugly. When helping them you could be looking at the following:

- **Have they got a good pencil grip?**
- **Are their words properly spaced out?**
 - **Can their words sit on the line?**
- **Are their letters formed accurately?**

1. Hand exercises

This is very important. Hand exercises relieve muscle tension. The hand continues to develop up until the age of 6 to 7 years. As a child increases the amount of handwriting they do. They can often say their hand hurts. This is due to the extra fine motor movements that they are making.

2. Use a highlighter to help show spaces

Colour in the gaps between the letters and the words. This will help your child see that letter spaces need to be smaller than between words. Highlighter pens can also help a child learn how to write on the line.

3. Encourage

Provide constant praise. Handwriting is a difficult skill. Time is needed to learn it. Encourage writing in your home by asking your child to write a 'to do' list for you. Or write little notes of encouragement and ask for notes back of what went well today.

4. Help your child reflect on their work

Finally this is a technique that is used at school. You could use words such as good, great, not so good. Or ask them to mark themselves out of 10. Be advised, often they will undermark their skills if marking out of 10.

How to Contact Us

During term time throughout the period of the closure, we will continue to communicate with you through the usual channels of ParentMail, Twitter and our website, alongside our Google Classroom platform. If you need to contact the school, please do so via the office email address admin@barrow.suffolk.sch.uk from Tuesday, 5th January 2021. Emails will be checked regularly throughout the working day and the relevant member of staff will respond to you as quickly as possible.

7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a reading diary, describing the big idea of each chapter.

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018)

Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.

Available online: [eef.li/literacy-early-years](https://www.eef.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

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Improving Literacy in Secondary Schools. Education Endowment Foundation: London.

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Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).

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