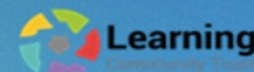


Wrekin View Newsletter



Friday 31st January 2025
Issue 18 24/25

Headteacher's message

Dear Parents and Carers,



This week has been lovely for the children with lots going on. Our school caterers, Caterlink, put on a special workshop for each Y4 class on Monday and all of the children made their own pizza.

Our Family Learning and Cooking Counts projects go from strength to strength and we are so pleased that some of you are able to attend. We are mindful that our working parents do not always have the chance to be able to join in with these events and we are currently working on plans to involve you more in school events. I am always happy to hear parent suggestions if you can think of ways we can involve you more at school. We'd love to hear from you.

Please do read the second part of the survey findings and our feedback.

Mrs Atherton

Important dates for your diary

Date	Event
14.02.2025	Break up for half term 3:15pm
04.02.2025	Swimming gala at HLC 1:30 – 3:00pm
05.02.2025	Family learning 1:15-3:15pm
06.02.2025	Y2 Great Fire of London workshop
07.02.2025	Cooking Counts course for parents and children.
11.02.2025	Y5 watching 'Annie' at Charlton School
12.02.2025	Y5 Indoor Kwik Cricket
12.02.2025	Family learning 1:15-3:15pm
13.02.2025	EYFS/KS1 Disco 3:20—4:30 KS2 Disco 4:45—5:45
14.02.2025	Cooking Counts course for parents and children.
14.02.2025	Break up for half term
24.02.2025	Children return to school
24.02.2025	Y5 Visit to the Space Centre
03.03.2025	Experience Easter 6C 2:15-3:15
31.03.2025	Experience Easter 3P 9:30-10:30 4S 10:45-11:45 4KH 2:15-3:15
01.04.2025	Experience Easter 6H 10:45-11:45 3A 2:15-3:15
02.04.2025	Experience Easter 5J 2:15-3:15
03.04.2025	Experience Easter 5W 9:30-10:30

Free Webinar

Supporting Children With SEN:
Managing Anxiety Together

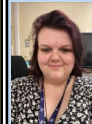
05.02.2025 10am

Register your place at witherslackgroup.co.uk/managing-anxiety

School Council and playground project update

Yesterday, Mrs Parkes met with the School Council to discuss the playtime equipment ideas.

School Council members will introduce these ideas in their classes today or on Monday, and on Tuesday we will make some time for children to vote for the area that they'd like to have installed first.



You can now directly contact Mrs Taylor-Ward (SENCO) via email:
send.wrekinview@lct.education

She will endeavour to get back to you as soon as possible, but please bear in mind she also has a daily teaching commitment.

Our mission is to provide a warm, welcoming, and safe learning environment that fosters the development of every pupil.
Our vision is to cultivate an environment where every pupil becomes a happy, successful, and curious communicator.

Email: wrekinview@lct.education

Telephone: 01952 388088












Website: <https://wrekinview.lct.education/>



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This Week's Attendance

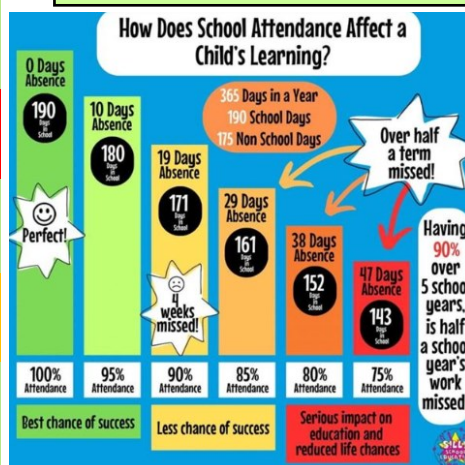


Whole School	95.9%
Wrekin Giants	87%
Nursery	90%
Rec S 	99%
Rec J	92%
Lang Class	91%
1GP 	97%
1C 	98%
2JS	80%
2CL 	96%
3A 	95%
3P 	99%
4KH 	98%
4S 	99%
5W	92%
5J 	98%
6C 	96%
6H 	98%

ATTENDANCE UPDATE

This week has been a much more positive week in terms of attendance. We are pleased that overall attendance is closer to our 96.5% target for this week so far and we have been able welcome back some of our pupils who were absent through illness. In the last two weeks of this half term, please ensure that all children attend school regularly. If children are not in school they will miss vital lessons leaving gaps in their learning that will be very hard to catch up on.

Miss Stephenson



2024—2025 term dates

Spring 1	07/01/2025	14/02/2025
Half Term	17/02/2025	21/02/2025
Spring 2	24/02/2025	11/04/2025
Easter Break	14/04/2025	25/04/2025
Summer 1	28/04/2025	23/05/2025
Half Term	26/05/2025	30/05/2025
Summer 2	02/06/2025	18/07/2025

Celebrating Success



The teachers choose a pupil who they feel has done something special in the week for this award. This could be academic or for behaviour and conduct linked to our values of happy, successful, curious communicators.

Class	Pupil	Reason
WG	Alyssia	For showing good listening and some fantastic Chinese writing for Lunar New Year.
N	Isobel	For bravely coming into Nursery with no tears.
RJ	Brayden & Rex	For settling in so well in his first week in Reception. For making great choices.
RS	Malaika	Her brilliant partner reading in class.
1C	Heidi	For producing a fantastic Wrekin Write on the Ironbridge Ogre.
1GP	Ayra	For trying hard to apply her phonic knowledge and construct independent sentences.
2JS	Kenzie	For blowing us away with his comprehension question about The Twits.
2CL	Hareem	Working hard to write her sentences independently.
Language class	Cory	For growing in confidence and trying new things.
3P	Leah	For sharing insightful answers and ideas in all of her lessons.
3A	Anabiya	For her improved focus on handwriting.
4KH	Beatrice	For producing an excellent summary of our class text—Who let the Gods Out
4S	Lexi	For always going above and beyond in her learning.
5J	Ethana	For fantastic effort and attitude every day in class.
5W	Jesse	For fitting into the class well and trying his best.
6C	Uzziel	For showing brilliant resilience and determination in class each day.
6H	Elsa	For always producing fantastic pieces of work and trying her hardest.

Readers of the week

Our readers of the week have been working hard on their reading in school and at home.

Lang Cl Barbara 1C Lillie 1GP Sarah 2JS Isaac 2CL Freyja
 3A Raheem 3P Drake 4KH Ethan 4S George 5J Summer-Rose
 5W Joyce 6C Laura 6H Lewis

Parent information



Parent survey results Part 2:

Some parents felt that some of our messages on Dojo were too long and that they were missing vital information within the text.	We have agreed that all informative messages will be brief, and bullet points may be used to make the information clear. PE and Forest School days for the following week will be on a class poster so it is easy to see and share with your child.
Some parents were not aware that we did a weekly newsletter as they do not use the Class Dojo app.	We will email the newsletter to parents as well as share it on Class Dojo.
A few parents indicated that they preferred printed letters to emails and sharing notices on the Class Dojo app.	Unfortunately, due to cost of printing, this is not something that we will be able to do regularly. Only essential items and the half termly dates letter will be printed.
Some parents wanted us to increase the notice parents are given about upcoming events and the level of detail made available.	The half termly letters will address providing parents with adequate notice about events. We will only add events / trips etc. if these opportunities come into school at short notice and they are too good to refuse. We will ensure that we add more details to events when they are shared. For example, if we have a day where children can wear yellow to school, we will be more explicit about whether that is optional or not, if children need to wear a yellow jumper and the rest school uniform etc. to provide you with more clarity.
To reduce overload on the Dojo app, some parents asked if it is a whole school event, we provide one post stating this rather than several from different teachers.	We are happy to do this. However, this means that parents will need to make note of relevant items. Class teachers will no longer provide additional reminders about things like the disco. The member of staff that has posted will be responsible for answering any questions on the post. We are currently working with Class Dojo to reset this feature.
Some parents feel that five minute slots for parents evening are far too short.	We agree! We are working on a plan for this which we will share with you very soon.
Parents of younger children would like more communication about how children are getting on in school if there's any struggles etc or incidents in school during the day.	All of EYFS use Tapestry as an additional tool to communicate with parents and share their learning. For older children, if they have had an accident that you need to be informed about or are unwell, the office will either call or message you.
Give more notice when we need children to bring items in from home. For example, bringing boxes in to school.	We agree and from next half term, any requests for resources from home will be included on the half termly learning overview.
Some parents have said that staff need to improve their communication to each other, e.g. ensuring that any lunchtime incidents are reported to the class teacher.	We have discussed this at length, and we agree that we need to improve in the area. We will be working hard to ensure that no messages are missed.

Parent information



Parent survey results Part 2:

Some parents would like the messaging feature on Class Dojo to be reinstated.	At the present time, this is not something that we are planning to do. We have other areas that we would like to focus on first and I will be asking about communication again later this year to see whether you feel we have improved.
Parents said they could not read all of the messages on Dojo as they weren't in a readable format.	We will make sure that all added documents are either in a pdf or image format so that they can be read.
Some parents said that they would like to have more insight into what the children are learning in class and more information on their child's attainment.	We currently provide a half termly overview for each year group that tells you week by week what the children will be learning in every subject from Y1 to Y6 . We also provide termly learning passports with your child's attainment, effort and progress. We have no plans to produce more documentation than this, but as stated earlier, we are working on a plan to improve Parents' Evening.
Parents asked for reminders of how they can contact us via email.	This information can be found on the weekly newsletter, but we will ensure this information is easier to see on Class Dojo and we are currently in discussion about adding more parent friendly information to our website.
Parents would like to know when their children will be assessed.	We will add assessment week dates to the half termly overview.
Some parents asked for a program of events that will require parent contributions across the year or term to be in one place to support budgeting.	We agree that this would be a good idea and we definitely plan to do this for next academic year. We are working on a document like this for the summer term. We know that we need to get better about informing you in advance about trips and things that need to be paid for.
Some parents find it difficult to find information about their own child's classes on the whole school calendar.	We are working on this and plan to make improvements here for the summer term. Watch this space.
Some parents have told us that they prefer face to face rather than online communication.	The office team are happy to arrange meetings with a member of the leadership team if the class teacher is unable to address your concern, but also please feel free to approach class teachers directly to arrange a time to speak to them.

Class Teacher →

First point of contact for academic, social, and behavioural concerns.

Assistant

Headteacher →

If further support is needed or concerns remain unresolved.

Deputy Headteacher

→ For escalated concerns requiring senior leadership intervention.

Headteacher →

Final stage for serious matters or unresolved issues.

For specific SEND

issues, please contact Mrs Taylor-Ward directly.

Thank you again for all of your input on the survey. It is invaluable when trying to plan improvements to our school.

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.



2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.



3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.



4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.



5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.



6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.



7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.



8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.



9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.



10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.



Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



#WakeUpWednesday

The National College

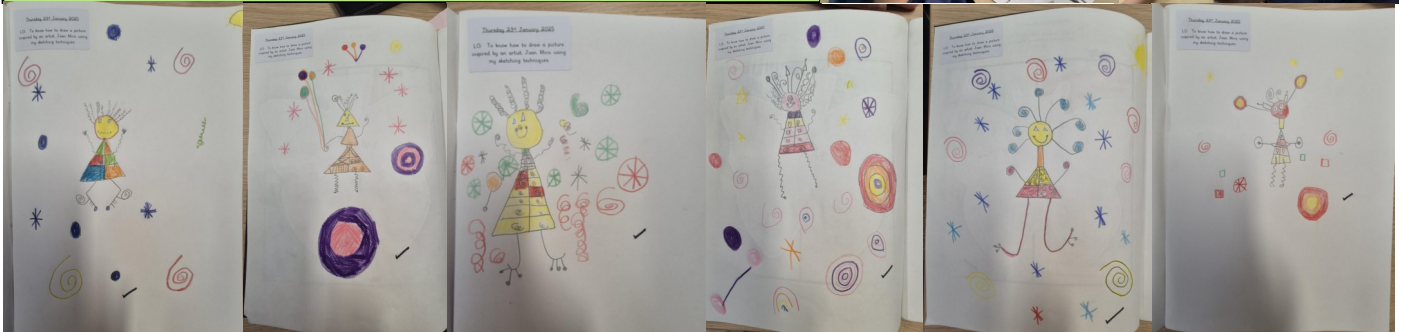
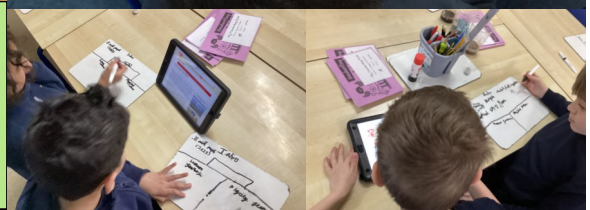
We love our learning



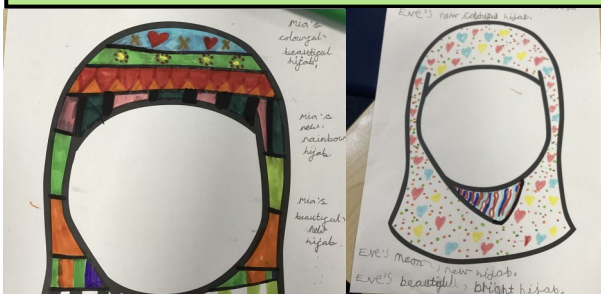
In Y3 they have started a new topic in English - non chronological reports all about Paris. To initiate their learning the children used their prior knowledge of Paris as well as using the IPADS to find out further facts.



Photos of our first cohort of Pioneer Cadets from the first session with Mr Kilburn where they were looking at the history of uniform and the importance of being smart and presentable at all times. The children were presented with their headdress and have to sew on their badge as homework.



Y1 completed their final piece of artwork in their drawing unit this week. They had to use different lines, shapes and patterns to create their drawings. They also had to think carefully about how to use the space on the page.



In EYFS this week, all of our classes have been learning about Lunar New Year.



In maths in Y2, we have been using the inverse operation to check calculations and solve missing number problems. We have been using Numicon to help. Our focus text in English is the Proudest Blue. The children have designed their own hijabs and then come up with phrases to describe them.

