
Newsletter 3

Dear Parents

Thank you to everyone who joined us for our Harvest Celebration at the church. It certainly seemed to be very full! The children all performed well and I'm certainly looking forwards to the next big performances which will be Christmas!!!

Thank you again for the donations which have been passed on to the loaves and fishes ministry. The Sisters originally began giving out small food parcels to about 12 people who came for food each week. However, this soon grew and for many years now the ministry expects to see around 250-300 people a week in all types of need. People visit for food and companionship.

In the Gospel of John tells us that Jesus took a boy's offering of 'five small barley loaves and two small fish' and fed the five thousand. Together with their wonderful volunteers, they are the channels of countless people's kind and generous donations which is why they call their work 'The Five Loaves and Two Fishes Project'.

More information can be found here: <https://bristol.sistersofthechurch.org/loaves-fishes-ministry>

Creative Music Course for children with SEND

West of England Music are once again running their highly successful 'Unscripted' Creative Music Course this October half term at Milton Park Primary School, Weston-Super-Mare for children in Years 4 - 8 with SEND.

Please take a look at this link for more information. Children do not need previous experience. This is a fantastic FREE course and children who have attended previously have hugely benefitted.

<https://bit.ly/UnscriptedOctober23>



Valley Arts Youth Theatre Workshops

Valley Arts will be visiting Winford School in November to do some drama workshops with some of our classes. They are also excited for the start of their 7th Fringe Festival which starts on **Saturday 14th October**. Now an established highlight of the Chew Valley year, audiences of all ages can look forward to a month-long celebration of live music, theatre, dance and comedy in local venues across the Chew Valley.

They have lots on offer for our family audience, including plenty of shows and **FREE** workshops ranging from circus skills, to cheerleading and beatbox, as well as a full day workshop with Harry Potter actor **Rohan Gotobed**, all about Shakespeare!

In addition, they also have plenty to offer theatre and music lovers too.

Please click [here](#) to view the full programme of events and get your tickets now.



Road Closure

We have received notification of a road closure on 16th October on Crown Hill, opposite Zyl House near the junction or Redding Pit Lane due to private water connection works. For more information please go to www.n-somerset.gov.uk/roadworks



The **Open the Book** team presented 3 bible stories this term:
Story 1, Creation Genesis Chapter 1 v1-31.

THREADS THROUGH CREATION - October family holiday activities at Wells Cathedral

Come and follow our family trail around this stunning, supersized



The creation story describes how God created heaven and earth, plants, animals, and people to take care of his creation.

Story 2, Rebellion, Genesis Chapter 3 c1-24

The story describes how God made a beautiful world and gave it to Adam and Eve to take care of, but the serpent tempted them to do the one thing God had asked them not to do.

They ate from the tree of the knowledge of good and evil which God had told them not to eat from.

This broke their relationship with God so they had to leave the beautiful garden that God had made for them. However God had a plan to fix things and that will be shared in the further bible stories.

textile exhibition before joining us for a creative crafting activity.

Monday 23rd October: Make a mini felted Earth to hang at home.

Tuesday 24th October: Explore spirals with circular weaving – or make a snazzy snake mobile.

Wednesday 25th October: Stitch a mini textile panel or create a colourful creature collage.

Book online at wellscathedral.org.uk/holidays or drop in on the day (subject to availability).

Sessions at 10am, 11:15am and 2pm.

£2.15 per child / £1.10 if eligible for free school meals.

Children must be accompanied by a responsible adult.

UPCOMING DATES			
Event	Day	Date	Time
Last day of term Non-School uniform day	Thursday	19.10.23	
Inset day – school closed to pupils	Friday	20.10.23	
Term 2 begins	Monday	30.10.23	
Flu vaccinations	Tuesday	31.10.23	
PTA Glow disco	Friday	03.11.23	4-5pm infants 5.15-6.15pm juniors

Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school when they're unwell. There are government guidelines for schools about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school on the first day. Let them know that your child won't be in and give them the reason. If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Follow this advice for other illnesses:

Coughs and colds	It's fine to send your child to school with a minor cough or common cold . But if they have a fever, keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.
High temperature	If your child has a high temperature , keep them off school until it goes away.
Chickenpox	If your child has chickenpox , keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.
Cold sores	There's no need to keep your child off school if they have a cold sore . Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.
Conjunctivitis	You don't need to keep your child away from school if they have conjunctivitis . Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.
COVID-19	If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have symptoms of COVID-19 and they either:

	<ul style="list-style-type: none"> • have a high temperature • do not feel well enough to go to school or do their normal activities <p><i>What to do if your child has tested positive</i></p> <p>Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.</p>
Ear infection	If your child has an ear infection and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.
Hand, foot and mouth disease	If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.
Head lice and nits	There's no need to keep your child off school if they have head lice. You can treat head lice and nits without seeing a GP.
Impetigo	If your child has impetigo , they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.
Ringworm	If your child has ringworm , see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.
Scarlet fever	If your child has scarlet fever , they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics
Slapped cheek syndrome (fifth disease)	You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.
Sore throat	You can still send your child to school if they have a sore throat . But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of tonsillitis .
Threadworms	You don't need to keep your child off school if they have threadworms . Speak to your pharmacist, who can recommend a treatment.
Vomiting and diarrhoea	Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours) .

New Educational Welfare Officer for Winford



I would like to take this opportunity to introduce myself. My name is Jan Thomson and I am the Education Welfare Officer for Winford School, where I have the responsibility to monitor and support the school to improve school attendance and to support families when attendance falls below an acceptable level. This involves meeting regularly with school staff to look at pupil absence and persistent lateness and the reasons for this.

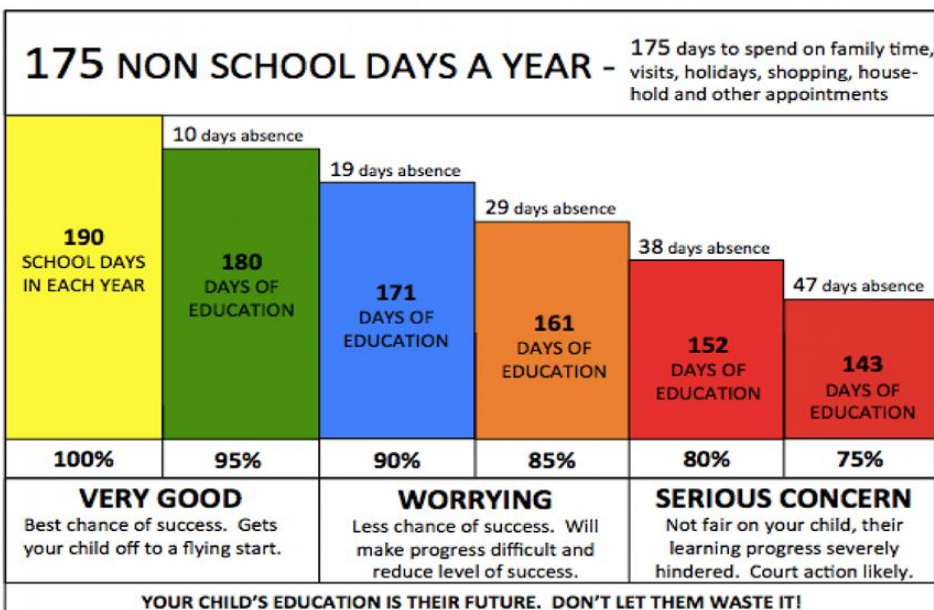
The government classes 90% attendance and under as 'persistent absence' i.e., if a child misses 10% or more of all possible school sessions regardless of whether the absence is authorised or unauthorised- this equates to approximately 4 weeks of school missed- nearly half a term. If a pupil's attendance is very low or there are concerning reasons for absence or persistent lateness, then this means that the expectation is that schools will follow this up with the EWO and /or the Local Authority.

As we all know, it is very important that children attend school as much as they possibly can to benefit fully from the education provided by the school and the Education Act 1996 states that it is the responsibility of the parent/carer to ensure that their child regularly attends the school at which they are on roll.

Children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. Schools aim that all pupils enjoy school, grow up to become emotionally resilient, confident and competent adults who are able to realise their potential. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time, and on every occasion unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace. Government studies have shown that low attendance can lead to low attainment in school, failing exams and underperforming in general.

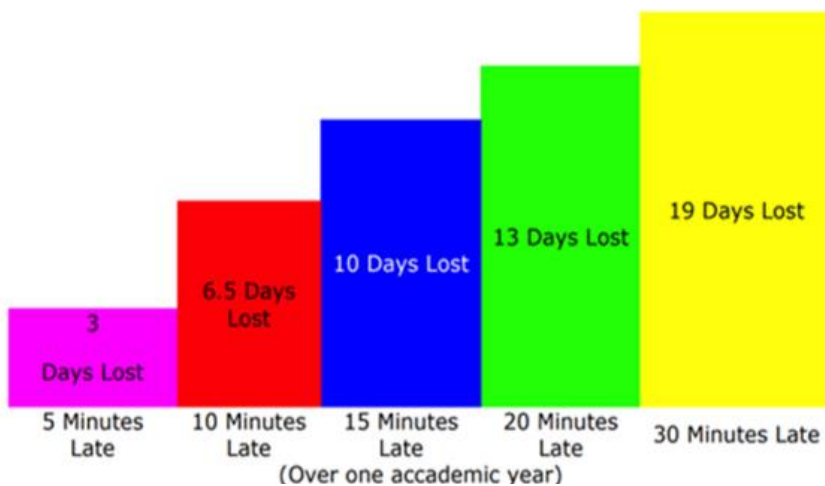
The tables below show clearly the impact on pupils of missed days from school and the impact of regularly arriving late to school.

Obviously, the school would never expect you to send your child to school if he/she is genuinely ill and very poorly. There may also be other very significant reasons as to why a child misses school and the Education Welfare Service can support parents and pupils to work with the school to help remove some potential barriers to successful school attendance.



Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



Celebration Assembly Certificates

<p><u>Lion Reception</u></p>	<p>A huge well done to the whole class for their amazing performance at the church this week! It was so lovely to see everyone standing on the stage, singing to an audience after only being in school for a few weeks! Well done Lion Class!</p> <p>Also special mentions to-</p> <p>Beau- for trying so hard in our phonics sessions every day! Beau has shown some amazing letter formation already and is always really keen to have a go!</p> <p>Isabelle- for being a fab member of Lion Class this week. Izzy. is so much more willing to have a go at everything we do, she plays nicely and is fantastic at helping the grown ups with any jobs around the classroom! Keep up this brilliant attitude Izzy.</p> <p>Jaxon- for a super week in Lion Class! Jaxon always tries so hard with everything we do, plays nicely with everyone and is always so interested in everything we are learning! He is always so smiley and happy and is lovely to have in our class!</p> <p>Dixie- for really trying hard at coming into class independently and happily and saying goodbye to his Mum at the door! Dixie is becoming so much more confident and is showing us a lovely, smiley, fun side to his personality- keep this up Dixie!</p>
<p><u>Leopard Year 1</u></p>	<p>Jesse, Henry and Casey - for cooperating well to create a lovely Andy Goldsworthy-inspired artwork in the forest. The boys thought hard about the materials to use and how to create the shape. Well done!</p> <p>Jesse - for always being such a helpful member of the class. Jesse often sees something that needs doing and just does it. He really is such a great help around the classroom!</p> <p>Isla - for showing great determination with her writing this week. Isla has worked hard to retell the story of the 'Naughty Bus' and has even used some new words and published it beautifully. Well done!</p>
<p><u>Panther Year 2</u></p>	<p>Harper - It has been lovely to see your confidence growing over these last few weeks. You have been participating enthusiastically in your learning and explained your Maths thinking on the carpet beautifully. You have really persevered with your Maths work this week, partitioning 2-digit numbers and comparing them. Keep up the brilliant work, Harper!</p> <p>To the whole of Panther Class, well done to all of you for leading the Harvest Service so well. You all spoke clearly and confidently, showing that you can be very grown up and sensible</p> <p>Beau and Frankie - I have noticed wonderful attitudes to learning this week. You have been listening carefully, and participating enthusiastically in lessons. You both worked hard to find different ways to show your thinking in Maths, using drawings and number sentences when we were learning about fact families.</p> <p>You have both tried really hard to improve the presentation of your written work, not just in Literacy but in all subjects! You should both feel very proud of your hard work and efforts. Well done!</p>
<p><u>Tiger Year 3</u></p>	<p>Willow, you have made a super effort this last week to ensure you are continuing your learning at home. You have made significant improvements in both your spellings and timetables already. You also have been reading more frequently as well. This is such a great way to take ownership of your learning but also to set a wonderful example. Keep it up, Willow!</p> <p>Sienna, you have worked so hard this week on your innovated fable 'Goldfox'. You have been really motivated and have made sure you've included all of the writing skills we have learnt about so far such as using adverbial phrases and paragraphing. You have also chosen some fantastic expanded noun phrases to really make us visualise characters and settings clearly. You were able to read your work aloud to us all in class, using a clear voice and adding in expression. Well done, Sienna!</p>
<p><u>Jaguar Year 4</u></p>	<p>Freddie has made an exceptional effort with his reading at home this week. He's been reading every day, very enthusiastic and it's had a very positive impact on his work in school. Freddie also worked really hard this week writing a diary entry as the character Frankie from the book Town is by the Sea. He thought carefully about his word choices and managed to use some subordinating conjunctions in his writing. Great work Freddie!</p>

	<p>Katie did a fantastic job writing up information about the River Severn this week in geography. She was able to find it's source, a tributary and where the Severn meets the sea. She worked quickly, efficiently and produced some lovely neat work.</p>
<p><u>Lynx</u> <u>Year 5</u></p>	<p>What a fantastic week you have had Lottie! Thank you for being so helpful and caring to others. You are always ready to learn and set a great example! I was particularly impressed this week with your use of adverbial phrases in your writing. Keep being wonderful you!</p> <p>Clayton, I have been really impressed with your motivation in and out of the classroom this week Clayton. You have been applying yourself to your learning brilliantly and always trying your best. I have been particularly impressed with your new writing skills- using dashes and adverbial phrases but also your attitude to all subjects! You should feel really proud of your efforts this week, I am super proud of you! Keep it up!</p> <p>Elliott, I have been so impressed with your focus this week and this has resulted in you producing some excellent work! Your non-chronological report included relative clauses and adverbial phrases, which we have been learning about this term. Well done Elliott for your commitment and motivation to your learning this week.</p> <p>Grace, you are such a positive presence in the classroom and always eager to help and learn. You are such a kind friend- always being caring and thoughtful. Thank you for spreading kindness and making those around you smile!</p>
<p><u>Puma</u> <u>Year 6</u></p>	<p>Louie has had a wonderful week. He has been incredibly engaged in all of our learning, confidently sharing his answers and ideas in all lessons. I was specifically proud of the part Louie played in our harvest service this week. Not only did he clearly perform his spoken part but he also adapted his lines due to children's illness with impressive confidence and a lack of notice. Louie is a true Year 6 role model, keep it up Louie!</p> <p>Brandon - who really stood out to Miss Page during RE this week, sharing lots of wonderful and insightful ideas and being a role model with his attitude to learning.</p> <p>Jemima - who has shown brilliant resilience this week. Jemima has worked incredibly hard on her publishing skills in writing, putting all her effort into the quality of her presentation and content of her work. Jemima had the maturity to reflect on her learning, seek advice and put this into action straight away. Well done Jemima, keep it up!</p>