



Wellesley Park Primary School

Headteacher: Carly Wilkins
Wellesley Park Primary School
Homefield, Wellington
Somerset, TA21 9AJ

4th March 2022

Headteacher's Comment



Dear Parents/Carers,

I hope you had a lovely and restful half term break. It was so nice to see some sunshine and blue skies at the weekend - Spring is certainly on the way! As always, our children have returned to school inquisitive and eager to learn.

As you know, Ofsted completed a full inspection at Wellesley Park Primary School prior to the half term. Thank you for extending a warm welcome to our OFSTED inspector. We appreciate that you will want to know the outcome of this visit, however due to the confidential nature of the inspection process, we are unable to tell you the result at the moment. The full report may not be published until nearer Easter. It was a very fair and robust inspection and we are looking forward to sharing the report with you.

Show Cases for Learning:

It was lovely to see all of the wonderful learning on display, before half term. Each year group showcase was well attended and we now plan to finish each half-term with a similar show case event.

As explained, these were not about having every child's work out on display – but are meant as a way of showing parents what the year group has been learning about in school, for this half term. We want parents to feel that they do know what is being taught and how this looks in practice, in the children's books. Please do remember that another way of checking in with our learning is by regularly checking in to our Wellesley Park Curriculum pages on our website: www.wellesleyparkschool.co.uk/key-information/curriculum

School Uniform

Please ensure that your child comes to school with all of the correct uniform and equipment to enable them to feel fully part of our Wellesley School community and to be successful throughout their school day. This includes:

- Correct uniform, as per our school policy
- No jewellery, other than stud earrings and a watch
- No shaved, or dyed hair styles
- Black school shoes – not trainers
- A healthy snack for break time
- Water in a named bottle
- Their school reading book and signed reading record book
- And on the appropriate day (and for the appropriate weather): the correct outdoor learning / PE clothing
- Long hair tied up for swimming / PE days

We are seeing an increasing number of children being allowed to come to school with clothing that is not in-line with our school policy – it is important to recognise that managing/dealing with this in school, uses precious teaching and learning time for our class teachers, and also for your children. We have high standards and expectations for all of our pupils at Wellesley Park and this includes the need to follow our school uniform policy. Thank you for your understanding and support with this.

Mobile Phones

Please can we remind all parents (and children) that mobile phones should not be used during the short periods either before school drop-off / or after school collection time; this is to ensure that excellent safeguarding procedures are in place for all of our children and that these are maintained at all times.

Attendance

Please do continue to ensure that your child is in school for 8.45am – so that they are registered on time and in class to start their early morning work as soon as possible. Early morning work is used by class teachers to practice learning / to pre-teach new learning and to assess for any knowledge gaps that need to be addressed and supported for each child. Missing out on the start of day learning can also be stressful for your child, as they are well aware that they have missed out on learning completed by their peers and it is not always possible to provide catch-up sessions during the day. Thank you.

Mrs Wilkins
Headteacher

Attendance - by class for the period 31/01/2022 - 11/02/2022

Gruffalo	91.96%	Matilda	93.45%	Galadriel	92.68%
Jasper	94.42%	BFG	93.21%	Bagheera	97.71%
Kipper	97.50%	Hufflepuff	97.76%	Akela	98.70%
Mrs TW	94.20%	Gryffindor	91.09%		
Peter Rabbit	88.40%	Thorin	92.60%		

Online Safety

There are a variety of games, videos, and online content that your children may already have access to, so it is important they are aware of how to stay safe when online.

Please remember we have a huge variety of resources available to you on the National Online Safety website, where you can gather more information on the games and apps your children may be on, as well as potential risks to these.

There are also some useful resources on how to encourage your children to be respectful when online - <https://nationalonlinesafety.com/>

This newsletter's guide is about what you need to know about YouTube and what your children are able to access. It can be quite shocking what types of videos slip through the security settings you may already have on your devices at home!

This guide will also be posted on Class Dojo for easier viewing.

What Parents & Carers Need to Know about YOUTUBE

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

INAPPROPRIATE CONTENT
YouTube is free and can be accessed via numerous devices, even without a YouTube account. Some content is flagged as age-restricted (prevent the user to be logged into an account with a view safe of mail, but inappropriate images can include profanity and violence, which some young users may find upsetting).

CONNECT WITH STRANGERS
YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as messaging other users directly. Connecting with strangers online, of course, can potentially lead to children being exposed to adult language, to cyberbullying and even to encountering online predators.

SUGGESTED CONTENT
YouTube recommends videos related to what the user has previously watched on their account, regardless of what content that will interest them. This is intended to be helpful but can also lead to binge-watching and the risk of screen addiction, especially if auto-play is activated. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

APPLY RESTRICTED MODE
Restricted Mode is an optional setting that prevents YouTube from showing inappropriate content (such as drug and alcohol abuse, graphic violence and sexual language) to underage viewers. To prevent your child from changing access age-inappropriate content on the platform, we would recommend enabling restricted mode on each device that your child uses to access YouTube.

CHECK OTHER PLATFORMS
Influential content creators usually have other social media accounts which they encourage their fans to follow, leading to open discussion about this with your child makes it easier to find out how else they might be following a particular creator online. It also opens up avenues for you to check out that creator's other channels to see what type of content your child is being exposed to.

Meet Our Expert
Claire Goodwin (A.K.A. Lunchbox) has worked as an editor and journalist in the gaming industry since 2005, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunchbox Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.

TRY GOOGLE FAMILY
Creating a Google Family account allows you to monitor what your child is watching, uploading and sharing with other users. It will also display their recently watched videos, searches and recommended videos. In general, a Google Family account gives you an oversight of how your child is using sites like YouTube and helps you ensure they are only accessing appropriate content.

CHECK PRIVACY SETTINGS
YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that your child is subscribed to can be hidden. If your child is only uploading videos that are protected as 'private', they are far less likely to receive direct messages from strangers.

MONITOR ENGAGEMENT
YouTube is the online viewing platform of choice for billions of people, many of them children. Younger children will watch different content to older ones, of course, and react to content differently. You may want to keep an eye on how your child interacts with content on YouTube – and, if applicable, with content creators – to understand the types of videos they are interested in.

LIMIT SPENDING
Although YouTube is free, it does offer some in-app purchases: users can rent and buy TV shows and movies to watch, for example. If you're not comfortable with your child purchasing content online, limit their access to your bank cards and online payment methods. Many parents have complained to their cost that a child happily devouring a paid-for series quickly leads to an unanticipated bill!

Advice for Parents & Carers

18 CONCERN

NOS National Online Safety #WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 26.01.2022

Previous Newsletters

Previous issues of the newsletter can be found in the 'News and Events' section of our school website: <https://www.wellesleyparkschool.co.uk/all-newsletters.htm>

Wellesley Park Primary School Facebook Page

Have you visited and followed our school Facebook page? We regularly post updates, news, events and other information. Please see the link to our page below and click on 'follow' to link our posts to your newsfeed.

<https://www.facebook.com/WellesleyParkPrimarySchool>



Message from Emmaline Hartley-Criddle - Deputy Headteacher and SENDCo



SEND Information

This newsletter's focus is – **Sensory Processing**

Overview:

We use our sensory systems to understand the world around us. We process information through our senses and decide on how to respond to the things we are experiencing. Sensory systems that absorb information about the world around us are:

- Sight
- Taste (gustatory)
- Smell (olfactory)
- Hearing (auditory)
- Touch (tactile)
- Proprioception (using our muscles to understand where our body is in space)
Vestibular (the sense of how the body moves against gravity)

Examples of behaviours that may indicate sensory processing needs are:

- **Running out of busy places when there are lots of visuals and/or sounds present.** This may be a child who cannot cope with processing so many different things at one time.
- **Seeking lots of physical movement through the day.** This may be a child who needs more information into their muscle and movement systems, to tell them where they are in space.
- **Sensitivity to light touch.** Your child may be very sensitive to unexpected or light touch and have an anxious response to it.
- **Seeking heavy touch and hugs.** Your child may seek lots of heavy touch, through hugs for example, to get more input to their touch system. This can be calming for them.
- **Difficulty with posture and co-ordination.** This may represent a child whose muscle and movement systems are not as efficient.
- **Being overloaded by visual or sound input.** This may affect their ability to concentrate.

Things to think about... Consider patterns of behaviour. Reasons may be many and varied, but among them may be some of the following:

- Your child may be trying to feed a sensory system that they are not so good at registering.
- You may also find that if your child receives too many stimuli, they reach an overload state and this can lead to a state of high anxiety.
- Often children instinctively know what they need, and may be giving you clues as to what sensory input they are seeking, or what they are unable to cope with.
- Think about what things your child may be sensitive to; such as light touch or hair brushing.
- If your child is seeking more input, see if there are ways to support your child through sensory based activities that “feed” sensory needs in the right way (e.g. movement breaks between sedentary activities).
- You may find that your child seeks certain sensory stimulation – this may be an attempt to “kick start” a system that is not as active as the child needs it to be.
- Challenging behaviour can have a sensory based cause, but can increase with secondary gains (e.g. avoiding an activity). It can be challenging to work out what is motivating a child to display these behaviours, and what has become more important as an additional gain for the child. Sometimes it helps just to try and understand why a child may behave in the way that they do. Looking at behaviours using a sensory viewpoint can help you to understand why your child reacts to certain things (e.g. sensitivity to clothing).

Message from Emmaline Hartley-Criddle - Deputy Headteacher and SENDCo cont'd

Some recognised symptoms of Sensory Processing:

- a high pain threshold
- bumping into walls
- touching things
- putting things into their mouth
- giving bear hugs
- crashing into other people or things

If you have noted ongoing sensory seeking / sensory avoidant behaviours and are concerned for your child, I would recommend the following:

- Write them all down! Including what / when / triggers / age begun etc
- Speak to your child's class teacher – have they noticed them – what in-class support might be needed – follow up with them a few weeks later!
- If your child's sensory behaviour is challenging for you at home/school, you might want to consider asking for some additional support from OT / PFSA / or school nurse – do message myself or Mrs Froud, if this is needed.

Remember – if your child does have sensory processing, then this will be a life-long challenge for them – but there is absolutely no reason for them not to learn to manage it over time, with support if necessary, and consequently reach their full potential.

Useful Links:

Somerset Sensory Processing Handbook - <https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbook-launched/send-news/>

Sensory Processing Specialist Services - www.royalfree.nhs.uk/services/services-a-z/occupational-therapy-services-for-children-and-young-people/specialist-services/sensory-integration-therapy/

Sensory Processing Information - www.kentcht.nhs.uk/childrens-therapies-the-pod/occupational-therapy/sensory-processing/

Mrs Hartley-Criddle

Deputy Headteacher and SENDCo

Upholding Our School Values: Respect, Resilience, Integrity, Tolerance, Responsibility, Excellence

At Wellesley Park School, we work extremely hard to ensure that our school values underpin every aspect of our school curriculum. This includes how we treat each other, how we talk to each other and how we behave around each other. We know that our pupils are incredibly enthusiastic about their learning and treat each other well during the school day.

However, we have been made aware of the fact that a minority of pupils may not be upholding our high school values, either side of the school day. We would like to take this opportunity to remind all children that inappropriate language is certainly not the standard we expect when arriving / or departing from the school premises and that unkind use of mobile phones is not acceptable.

It is impossible for us as a school, to manage these 'out of school' behaviours – yet the upset that these poor behaviours cause, can impact on the quality of teaching and learning in school, as children may not be emotionally well-enough to learn, or due to teachers having to use their precious teaching time to try and sort out the root cause of the upset.

Therefore, *please* can we remind parents of the importance of talking to your child/children about appropriate language use when out and about in public, as well as *monitoring your own child's phone use really closely*. We would also like to remind parents that should negative and ongoing inappropriate phone use be directed towards your own child – it is perfectly reasonable for you to contact the PCSO with your evidence over time, to make a formal complaint.

Fortunately, these occurrences are extremely rare from our pupils at Wellesley Park – but that does not mean that we take the incidents lightly even so.

As always, we thank you for your support with this.

Job Vacancies

We currently have the following job vacancies:

- Midday Supervisor - 4.17 hours per week. Monday to Friday, 12.30-1.20pm, Term Time.
- Duke's Out of School Club Assistant - 5 hours per week. Thursday 3-5pm and Friday 3-6pm, Term Time.

Further details and the application form will be available on the Vacancies section of our school website:
www.wellesleyparkschool.co.uk/our-school/vacancies



World Book Day

On Thursday 3rd March, the students and staff of Wellesley Park shared their love of reading by dressing up for World Book Day. Mrs Wilkins said *"World Book Day gives us the perfect opportunity to celebrate reading, authors and illustrators and this year was made even more special by a visit from award-winning author, Sean Taylor, who has written more than 60 books for young readers."* His books include the bestselling 'Hoot Owl, Master of Disguise', 'Kiss The Crocodile', 'The Snowbear', 'Humperdink Our Elephant Friend', 'Robot Rumpus', 'A Brave Bear' and 'Where The Bugaboo Lives!'.

Mrs Wilkins went on to say *"Reading is a fundamental part of the curriculum here at Wellesley Park and we welcome every opportunity to encourage our children to develop a love of reading. We'd like to thank all the parents for their support and thanks also to Sean Taylor for giving up his time to delight our children with his stories and knowledge of reading and writing"*.

We would like take the opportunity to say a big thank you to Mr Hakes for organising the event.



Comic Relief - Red Nose Day

Red Nose Day is on **Friday 18th March** and the theme this year is SUPERHEROES!

The children can come dressed as a hero, whether it's Superman, Wonder Woman, a superhero of your own creation, or a local hero in your community. For this, we are asking children to please bring a donation of £1 to raise money for Comic Relief.

This year's Red Noses consist of 8 different characters. Each character shows a different yoga pose - the children will get a chance to practice these poses in the lead up to the day. On the day the children will be able to pose with their nose!



The children will get to take part in a range of Red Nose activities on the day. We are really looking forward to sharing these with you via Class Dojo.

COMIC
RELIEF

Pre-school

This half-term the Pre-school children are exploring things that grow. We started with planting an assortment of beans... will they grow as tall as Jack's did? Will there be a giant? We'll have to wait and see!

We have decided the beans need water and sunshine to grow. There has been lots of discussion about which beans will grow the tallest - this led on to talking about who was the tallest child and why this did not necessarily match with their age.

There was lots of fun and laughter on Pancake Day. We ate pancakes, tossed pancakes and had races too! After some practice, several of us were able to catch our tossed pancakes.

Because we don't all come to Pre-school every day, we have been celebrating World Book Day for three days (Wednesday, Thursday and Friday). Can you guess who this is playing with our play dough? It's not every day a princess stops by!

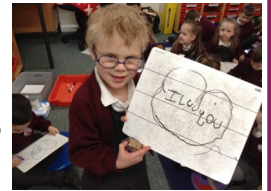


Reception

Reception children have had a wonderful week exploring different nursery rhymes. They've learnt the rhyme 'Hey diddle diddle' and they drew the different animals and wrote the words. We have also practised writing tricky words. In Maths, we've been learning how to add pairs of numbers to make 10, using a rainbow and some bead strings to help.

What amazing costumes the children wore on World Book Day! They all looked fantastic! The children enjoyed making bookmarks, acting out stories and listening to a real-life author! (Sean Taylor) We read lots of stories too which we all enjoyed.

Outside they have had lots of fun using their imaginations to build volcanoes, bird cages, bridges, and swamps!



Year 1

What a busy week we have had in Year 1! We have started new units in Maths, Science, Geography and English. Here is our new English unit, an alliterative poem.

We have been practising telling the poem using our story map.

In Maths, we have moved on to measurement. The children have been using non-standard units of measure this week (cubes, books etc) to measure objects around the class including Mrs Brown and Miss Winsor!



We have also had the opportunity to speak to most parents about their children which was such a lovely experience for us.

Let's hope the next fortnight will be as much fun!

At the Zoo.

At the zoo I saw
Angry antelopes
Bouncing baboons
Enormous elephants
Hungry hippos
Lazy lions
Mischievous meerkats
Pretty penguins
Tiny turtles
and
Slithering snakes.

Year 2

We had a fantastic last term and are now ready to go for Spring 2. The children have come back this week very enthusiastic and all showing they are ready to learn.

In English, we are carrying on with our story 'Kassim and the Greedy Dragon' and have been looking at how to create suspense in a story. We will soon be starting to innovate the story by changing different parts to make it our own.

In Maths, we are looking at shape and have been identifying 2D and 3D shapes. This week, we have been seeing when a 2D shape has a vertical line of symmetry and looking at making patterns and carrying on the patterns with 2D shapes.

In Guided Reading, we have introduced our new book Flat Stanley and have made predictions to what we think might happen in the story by only looking at the front cover. We have also read the blurb and looked at lots of new vocabulary within this such as predicament, novelty and extraordinary. The children are all very excited to read this book and are intrigued to see what happens.

The children all looked great in their costumes for World Book Day. We had a fantastic day and were very lucky to have an assembly and workshop by Sean Taylor who is an author and has written over 60 books.



Year 3

Year 3 have had an exciting first week back to school and have got stuck right in to Spring 2.

We had a fantastic trip to the cinema on Wednesday which was one of the first trips for many. The children walked beautifully to and from the cinema and enjoyed singing along to Encanto. It was lovely to see the children enjoy themselves and represent the school so positively.

On Thursday, we celebrated World Book Day and the costumes across the year group were amazing - so a big well done and thank you to parents! The children enjoyed a day focused all around books! Wellesley Park had a visit from a local author and Year 3 participated in a Poem Workshop where they wrote their own puddle poems. We also spent time reading with each other and discussing our favourite books.



This half-term, we are looking forward to our new DT topic of Fashion and learning all out fashion designers and the techniques they use. In Geography, we are going to be looking at the differences between England and Egypt and practise locating these countries on a map.

The Year 3 staff are excited to see the children continue to make brilliant progress and produce more great work.



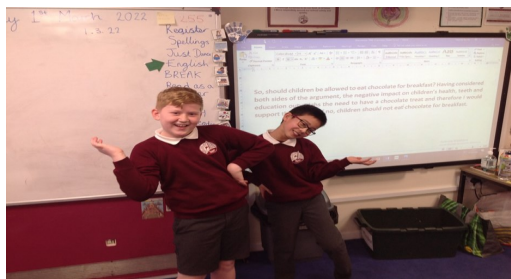
Year 4

Wow, what a start to the new half-term! It has been wet but we are sure that Spring is only just around the corner. We have begun our new topics in English looking at writing balanced arguments in a discussion text. This has led to heated but also respectful discussions in our classrooms, on topics such as eating chocolate for breakfast and all children going to bed before 7pm.

In Maths, we are continuing our work with fractions and making great progress towards being able to add and subtract these with ease. All the children are realising the importance of knowing their times tables and division facts, as these help so much with our other maths work.

At the end of the last half-term, in PSHE, we have been teaching the children some useful basic first-aid skills. They had previously learned what steps to take if they were to ever come across somebody needing medical attention.

We also had a great time recording ourselves talking about where we live. This was made into an audio file. We hope to find some more time to add in extra sounds from where we live (traffic noise, bird song etc...), so that this can become our first Wellesley Park Podcast.



Year 5

Welcome back, we hope you all had a restful break.

Thank you to everyone who came to the Year 5 show case. The children loved to share their work with you and to demonstrate everything they have been up to this year. I'm sure that you would all agree that the children have produced some amazing work.

We have been continuing to work on our tale of fear in our Talk for Writing sessions. We have spent time looking at how writers use different techniques to help create suspense and to make a reader want to read on. We have particularly enjoyed the sessions on how a threat can be hidden and not revealed till right at the end. We had great fun watching lots of video clips to give us inspiration for our writing.

In Reading as a Reader, we have been reading the story of Varjak Paw and have all loved this story. It ties in perfectly with our Talk for Writing text as it is full of suspense, and we are keen to read more. We have been using our magpie books, to collect great words, phrases, and sentences that we can use when we come to write our own stories. We have enjoyed seeing how the different characters develop through the story and exploring the themes of family and friendship, danger and loss, responsibility and betrayal, identity and self-doubt.

In RE, we have come to the end of the first part of our exploration into the Jewish faith. We have looked at the question 'What do Jewish people believe about God and the Covenant'. As part of this we have looked at how the Jewish faith began, how God and Abraham had a covenant with God. We also looked at the different life celebrations and significant events that a Jewish person might celebrate.

We have really enjoyed our Art sessions this half term exploring sculpting. We discussed a variety of artists that sculpt with different materials and worked on our design of a self-portrait in our Art books. The last couple of weeks have been spent sculpting our heads and shoulders using clay and adding detail to them, such as hair and accessories.

In Music, we have been exploring key and time signatures through the theme of how music improves our world. We have been improving our rhythmic skills and been listening to a variety of music that have messages of freedom and understanding the feelings of others. We have also been improvising our own melodies on the glockenspiel and have even had a go at learning an Adele song.



Year 6

Year 6 have had a great return to the new half-term!

We are continuing with our excellent novel Skellig by David Almond in Guided Reading and percentages in maths with algebra coming next.

In English we are continuing our Newspaper writing unit and have been exploring headlines and the, very important, 5 W paragraph.

In Art, linked to our History unit on Benin in West Africa, the children have completed their clay sculptures and have added paint. We have also studied the religious beliefs of these people to include their interest in souls, spirits and sacrifice!

An amazing World Book Day was had by all, with some fantastic poems entitled 'Inside me' being written by the children.

