

THE SHELFORD STAR

WEEKLY SCHOOL UPDATE

We live and work in harmony with love for one another, so we can achieve our potential within a community of life-long learners

26th January 2024

Vol. 17

NEWSLETTER IN 60 SECONDS

Dear Members of the Great and Little Shelford Community,

I hope this week's newsletter finds you and your family well. Since the start of the term, we've had a renewed focus on revisiting and exploring our whole school rules.

- Behaviour spotlight
- Y5/Y6 Walking Contract
- Year 2 Chinese New Year Day
- Curriculum Thread
- Parent Point
- Pupil, Parent, Teacher Consultations
- Key Dates
- Celebration Worship
- Announcements

This week, our focus has been on unpicking what makes good listening. The children came up with three top tips that show good listening:

Our Whole School Rules

- Be kind and respectful with our words, bodies and actions!
- Listen to everyone!
- Be inclusive!
- Help others!
- Walk around smartly and safely!
- Look after the environment!

- body language - our bodies openly towards the person speaking;
- looking towards the person speaking;
- taking turns - allowing a person the Time and space to talk.

At this week's celebration worship, we were able to celebrate many examples of how pupils have shown our Shelford Star Values.

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Travelling Independently

Pupils in Year 5 and 6 have the option to travel independently to and from school, if families have completed the agreement with the school. Please see a reminder of the three sections below:

The School's Role:

- Pupils will be taught about personal safety and road safety within the school's curriculum;
- We (the staff) are stationed at key entry points to welcome pupils each morning;
- Behavioural expectations at school will be made clear and we (the staff) will teach positive behaviour, making explicit links to expected behaviours in society;
- We (the staff) will actively promote the positive reputation of the school. This will include challenging any reported behaviours that are not in-line with the school's expectations (see behaviour policy);
- We (the staff) will routinely contact parents promptly if a pupil does not arrive for school (unless previously advised of an absence);
- Pupils will be dismissed promptly at the published collection time;
- We (the staff) will keep a log of pupils with consent and only allow those pupils to walk independently;
- We (the staff) will ensure that messages with respect to collection are delivered where reasonably practicable (i.e. any time 20 minutes prior to collection time).

The Parent's Role:

By signing to give permission for my child to walk to / from school, I give consent to take full responsibility for my pupil walking to / from school, including the following:

- I have discussed key aspects of personal and road safety with my child;
- I have an agreed route that my child will take to / from school;
- I have an agreed time that I expect my child to arrive at an agreed location for each day (should this vary);
- I have discussed what my child should do should there be a problem during their journey to / from school.
- I take responsibility for my child's journey to / from school;
- I will notify the school if there are any specific changes to collection.

The Pupil's Role:

By signing this, I am declaring that I understand the following:

- I know key ways to stay safe, including personal safety and road safety;
- I will uphold the behavioural expectations (especially the Shelford Star) during my journey;
- I have an agreed route to take to / from school;
- I understand what to do if something goes wrong and that, during my journey, I can always return to / go to school to seek help from a member of staff.

We know that the Great and Little Shelford community is a very supportive one. Please respect that each family has agreed ways for their children to travel to and from school. Therefore - whilst it may be well-meaning to offer support or help to pupils on their journey home - please refrain from doing so. As outlined in the walking contract above, each pupil and family has an agreed protocol. We have met with Year 5 and Year 6 pupils this week to reinforce this message.

Year 2 - Chinese New Year Day

On Monday 22nd January, Year 2 marked Chinese New Year.

Children were invited to wear non uniform of the auspicious colour red, which symbolises good luck and fortune in Chinese culture.

The class undertook a variety of creative and engaging activities. From making spring rolls and lion dancing to crafting lanterns. In the afternoon, children used chopsticks to eat their spring rolls! Lots of creativity and resilience were applied.

We welcomed in Amber's great grandfather, who kindly answered the children's questions about Chinese New Year. Meanwhile, he generously shared sets of chopsticks and red envelopes (hóngbāo) with the children. Year 1 also were in good fortune, as they were also lucky to receive the same visit and exploration of questions! Thank you so much to Mr. Kwan for his wonderful visit.

Key Dates Summary

02/02/24	2:30pm	Candlemas Service led by Year 2	St. Mary's
13/02/24; 14/02/24 and 15/02/24	3:45pm – 6:30pm	Y1 – Y6 Parents' Consultations	School Hall
16/02/24		End of Spring 1	
w/c 19/02/24		February Half Term	Somewhere restful
26/02/24		Start of Spring 2	School
11/03/24 – 13/03/24		Y6 Grafham Water Residential	Grafham Water
w/c 25/03/24		Shelford Holy Week	St. Mary's / All Saints' / GSFC / School
25/03/24 & 26/03/24		Kapla Bricks Workshop	School Hall
28/03/24	1:30pm	Easter Service	All Saints'
28/03/24		Maundy Thursday – end of term	
29/03/24 – 12/03/24		Easter Holidays	Somewhere peaceful
TBC 10/05/24	11:00am	Ascension Service	St. Mary's
TBC 10/05/24	12:00pm	Ascension Picnic	School Field

Curriculum Thread



Our Community - local and global

Our termly curriculum threads tie each class' topics together. A summary of these can be found below:

Reception - It's freezing here!

Year 1 - Wonderful Weather!

Year 2 - Chinese New Year

Year 3 - Mighty Mountains

Year 4 - Europe Now and Ancient Egypt

Year 5 - Life on the Nile

Year 6 - Anglo Saxons - where did they settle and how do we know?

To find out more about our curriculum, you can read the topic thread definitions [here](#).

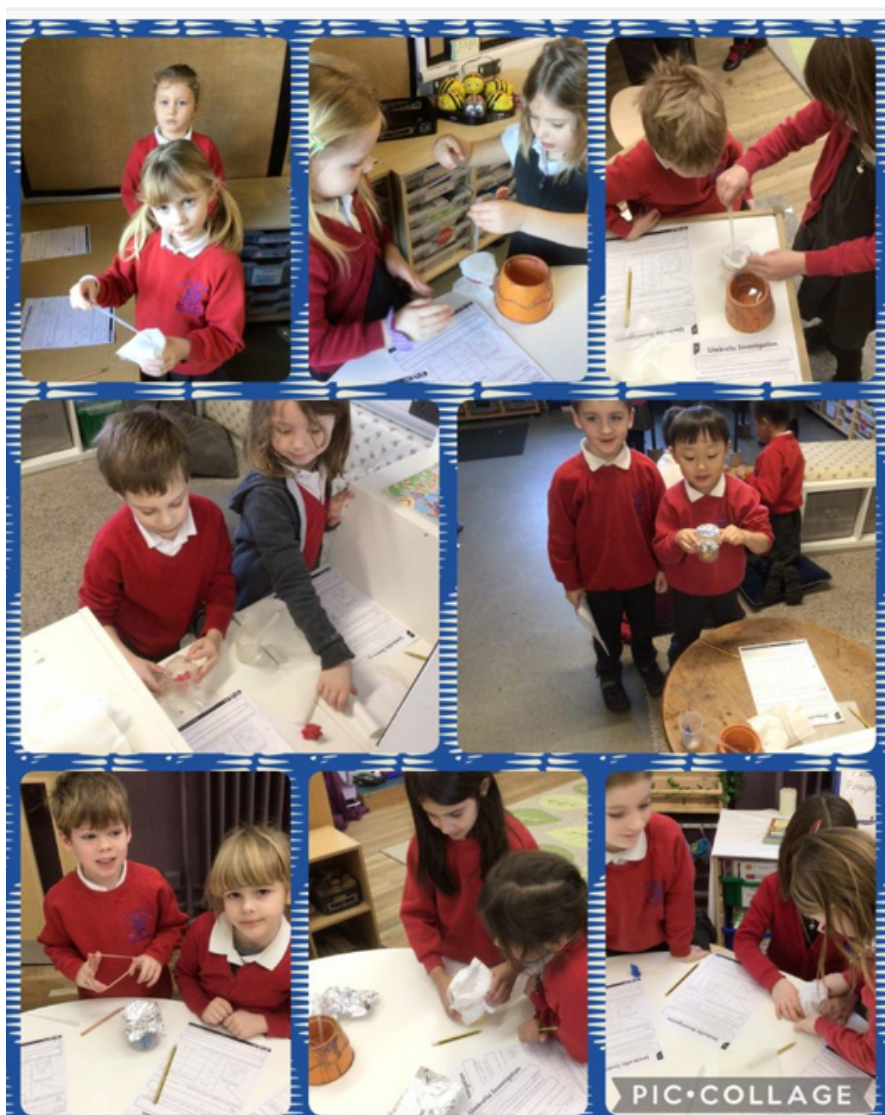
Curriculum Thread in action - Year 1

Year 1's current topic is called Wonderful Weather.

As we take a cross-curricular approach to our subjects, we aim to make as many meaningful links as we can.

Recently, in Science, children have been exploring the properties of materials. This has then helped to explore their enquiry question - Which materials would be suitable for an umbrella?

Children undertook some practical experiments to answer the question and their learning in science reinforced part of the 'design' aspect of DT learning.



Parent Point

In our busy lives, routines and boundaries are incredibly important. Children appreciate boundaries and routines – often a lot more than they will say! Part of this is because all children are at their own stage of learning about, understanding and responding to boundaries. Meanwhile, we often take it for granted that children just ‘know how to behave’ in a variety of situations. It can be surprising that we often have to make the teaching of expected behaviours very explicit. How we respond to any challenge of a boundary can inform children’s future behaviours.

Boundaries are the expectations we set around what is and what is not accepted as a behaviour by us or society. For each family, these will be slightly different, but, generally they are in line with our whole school rules on page 1.

So, why do children like boundaries? All parents will have had boundaries challenged by their children. Common reactions include verbally challenging or refusing to comply, withdrawing from a situation or a more outward display of frustration. However, having clear boundaries actually promotes a feeling of safety and security in children. **A helpful way to think about it is having an approach that balances a limited choice with upholding a boundary.** For example, there may be some scenarios where there are two or three choices that could be offered. Meanwhile, there are times where there is only one option (e.g. due to safety). A balance of boundaries and freedom is important for helping children to flourish as they grow.

In a situation where there is a limited choice offered by a parent, this can help a child to feel that they have some control or ownership over the situation. This can reduce conflict and promote responsibility. **What is important is that the two or three choices are all choices that the parent decides and is happy with.**

To support children in understanding that there are some scenarios where the boundaries are fixed, it is helpful to share and ‘pre-teach’ some of these with children. For example, talking through the expectations of road safety before leaving the house together; the expectations of how to behave in shops before entering; the steps in the bedtime / morning routine with clear time points against each. Breaking these down into little one-word steps can be helpful (e.g. “Toilet, teeth, pyjamas!”)

To summarise, a balance between boundaries and choice enables children to become increasingly independent in learning how to behave pro-socially. A feeling of safety and security is promoted with boundaries as it helps children to see adults as predictable and stable.

As always, please do reach out if you or your family require any support. We are always happy to listen, help, support and signpost. Meanwhile you can read our **Early Help Offer**.

Years 1 to 6 Pupil, Parent, Teacher Consultations

We are looking forward to welcoming pupils and their families to the pupil, parent, teacher consultations during the week commencing 12th February. These are for all pupils in years 1 to 6.

Please see the reminder of the format of our assessment and reporting arrangements for this academic year below.

Term	Autumn	Spring	Summer
Main aims and foci	<ul style="list-style-type: none">Review of settling into the class and year expectations;social, emotional wellbeing.	<ul style="list-style-type: none">Review of academic attainment, progress and targets;social, emotional wellbeing.	<ul style="list-style-type: none">Summary of the year;End of year assessments;Social, emotional wellbeing;Targets.
Format	Interim Report with: <ul style="list-style-type: none">a short summary of how your child has settled into the class;brief summary of current academic attainment.Your child's completed pupil reflection.	Face to face consultation. Pupils and adults talk through a completed self-reflection	End of year report; Pupils complete their self-report.
Ongoing			
Continued open dialogue between parents and staff around attainment and progress (email, phone, meeting if required).			

Please note that pupils attend these sessions too. At check-in, staff will welcome you and hand you your child's books to view. Seating is available for families to sit together and view learning records prior to or after their consultation with the class teacher.

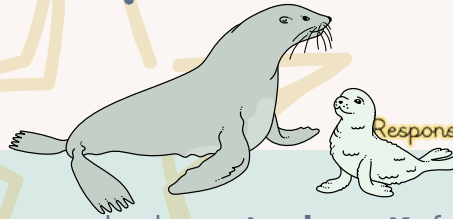
The first part of the consultation focuses on a reflection that the pupils have completed in school, to share with their families. After this, pupils go to read or wait in the seating area. The consultation continues between the family adults and the teacher. The sessions total 15 minutes.

We look forward to seeing families at the consultations soon.

Booking - you can opt for time-slots that are convenient for you and we will shortly email details of how to do so. We endeavour to meet all preferences, but on some occasions, this may not be possible.

Celebration Worship

26th January 2024



Kindness

The Celia Award was awarded to **Amber K** for outstanding kindness in helping others to show their best selves. This also included sharing key messages that we have been focusing on as a whole school - around the possible positive consequences of positive behaviours. Meanwhile, **Sebastian C, Evie M, Amber K** and **Sulaiman K** achieved headteacher's awards for kindness.



Creativity

We heard about an array of creativity on display this week in Celebration Worship. **Catherine C, Arabella H, Harrison P, Henry H, Charles A, Davyd R** all received headteacher's awards for Creativity.



Meanwhile, the session opened with a very creative demonstration of Mandarin by Year 2.

Resilience

We shared 2 Silver Shelford Mile awards - well done for your resilience on the Shelford Mile track!

Meanwhile, **Year 6, Rupert R, Freddie S, Felix S** and **Lily H-H** received headteacher's awards for resilience.



Responsibility

We recognised the responsibility shown throughout the school in different ways. The Eco Award was awarded to **Year 5**. Dinner Winner was awarded to **Year 5** for their responsibility and kindness shown at lunchtimes. The following pupils received Headteacher's Awards for responsibility: **Sebastian C** and **Flossie P**.



Housepoints for our Shelford Star Values

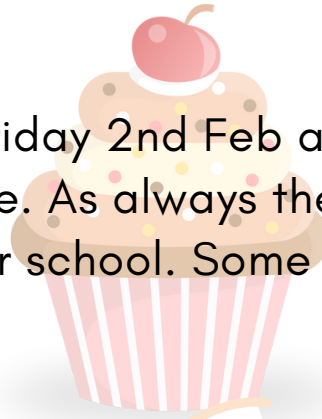
*This week's winning house is domus inspiratorum - the house of inspiration:
The Eagles*



PTA Announcements

Cake at the Gate

The next Cake at the Gate will be on Friday 2nd Feb and will be led by Year 2 after their Candlemas Service. As always there will be a variety of cakes and bakes on sale after school. Some options such as gluten free will also be available.



PTA Quiz

Put the date in your diary for our next big PTA event which will be the annual Quiz on evening of Saturday 9th March, with Quiz Masters Andrew Corney, Richard Turner and team providing a fabulous evening of entertainment! Maximum of 8 per team. Snacks and drinks will be available on the night (cash or card). It is always a fun night and a sell out so do get your teams together to secure your place. Team captains should contact Ellie Rugg-Gunn via Classlist and transfer money (£10 per person in the team) to the PTA account to secure your place.

Charitable gifts

As the end of financial year is approaching, do bear in mind Shelford PTA if you or your workplace are looking to make charitable donations. PTA bank details are:

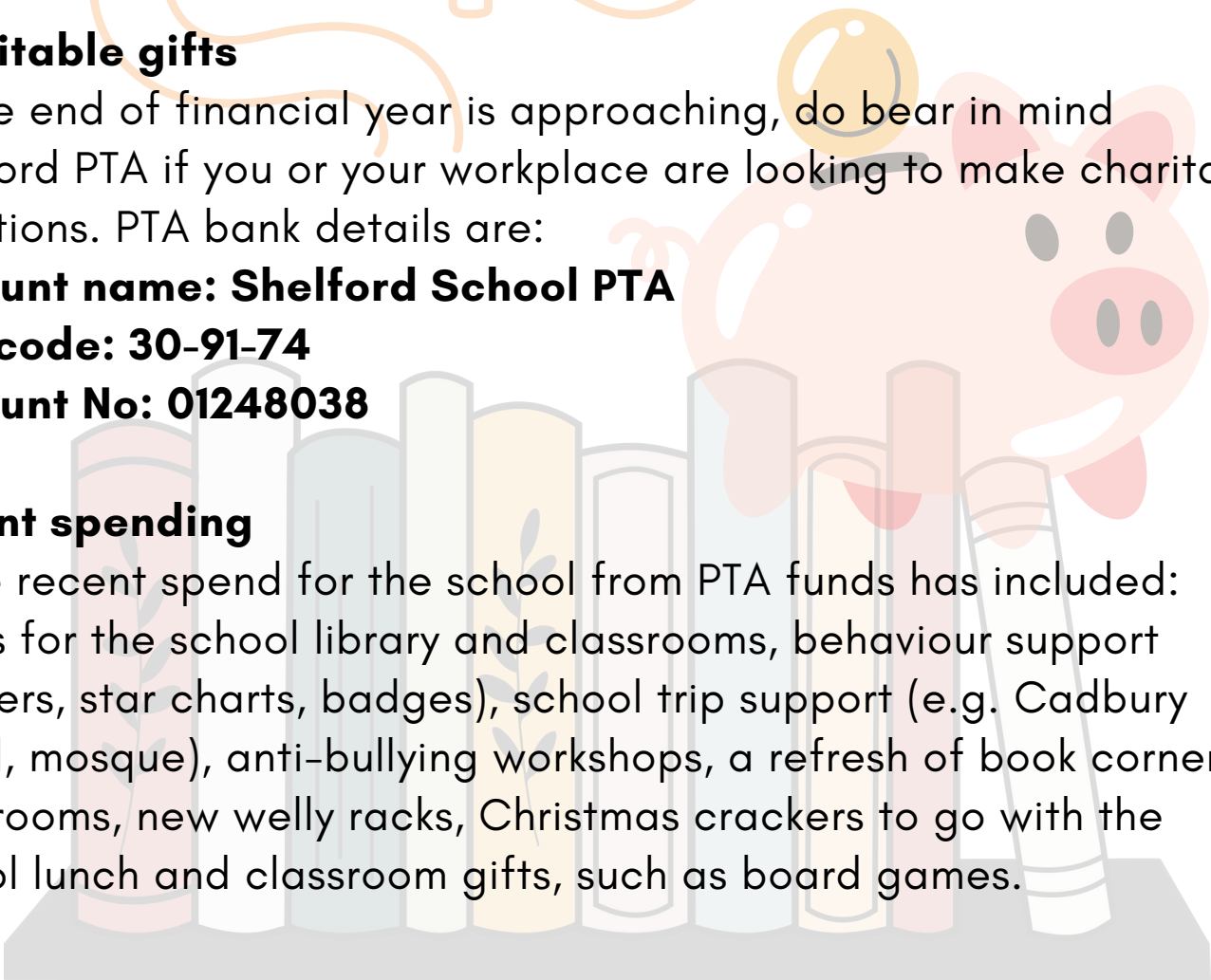
Account name: Shelford School PTA


Sort code: 30-91-74

Account No: 01248038

Recent spending

Some recent spend for the school from PTA funds has included: books for the school library and classrooms, behaviour support (stickers, star charts, badges), school trip support (e.g. Cadbury World, mosque), anti-bullying workshops, a refresh of book corners in classrooms, new welly racks, Christmas crackers to go with the school lunch and classroom gifts, such as board games.






Pre-book a max of 8 per team - Let
Ellie Rugg-Gunn know via Classlist
(£10 per person - team captain to
transfer money to PTA)



Quiz Night

Saturday 9th March
8pm until late
at Shelford School

What's happening



QUIZ MASTER ANDREW
CORNEY AND TEAM HAVE
PREPARED A **FABULOUS**
EVENING OF ENTERTAINMENT!
AN EVENING NOT TO BE
MISSED!

Bring cash/card - Bar with drinks and snacks available.
All profits to Shelford School PTA Charity No. 1110813