

End of Term 2023

NEWSLETTER



Tel: 01562 824206

Email office@stgprimary.org

Website: www.stgprimary.org

"I can do all things through Christ because he gives me strength." Philippians 4:13

Message from the Head

Dear Parents/Carer

We have come to the end of a busy term and the children should be so proud of their achievements. It has been a pleasure to visit each year group and see so many children enjoying their learning.

The staff across the Trust have worked collaboratively designing a curriculum that is engaging and purposeful and all the children have been able to participate fully. The teachers have designed 'reactivation tasks' to revisit prior knowledge, enabling the children to know more and remember more. Please continue to ask your child/ren about their learning and refer back to the 'sticky knowledge' document that was sent home earlier this term.

Some of the children have enjoyed going on a trip during the Autumn term and the teachers are planning future trips for the Spring term. Do not hesitate in contacting the school if you would like some further information regarding future trips or payment for these trips.

The last few weeks of term have been jam-packed for the teachers and the children. The Early Years /Key Stage 1 Christmas Production 'A King Is Born' was a huge success. The Year 1 children loved their visit to The Black Country Museum and The Year 2 children loved their trip to Aston Hall, linked to their learning about The Great Fire of London.

We have had a real focus on Music this term with some children enjoying learning to play the violin, some children have enjoyed bell ringing with Reverend David and the choir have been practising songs to perform for Young Voices in January. We will continue to keep you updated.

Our visit to Worcester Cathedral for our Awe and Wonder experience was enjoyed by all the children and the staff. We enjoyed visiting this beautiful, historic building, meeting pupils from across the Trust, visiting the tomb of King John and seeing our fabulous Trust Christmas tree. If you have an opportunity to visit the Cathedral in the Cloisters, it is so lovely to see.

In the New Year we would like all the children in their full school uniform. This should include a school tie and suitable black shoes, not trainers. The children look so smart when they are dressed in their uniform, and this shows pride. We are mindful that some children have lost items of their uniform so please ensure all items are named clearly.

A further reminder that the children should have their school PE kit in school for the half term. This will ensure they are dressed correctly and are comfortable for their lesson. Any items of uniform can be purchased from school, so please do not hesitate to speak to a member of staff in the office.

I would like to say a huge thankyou to all the staff at St George's for being so caring and dedicated this term and I would like to wish everyone in the school community a Happy Christmas break, spending time with loved ones.

Kind Regards

Attendance

NOVEMBER 2023

The target this year is to ensure all children have at least 96 % attendance.

Attendance for the month of was 91.4%

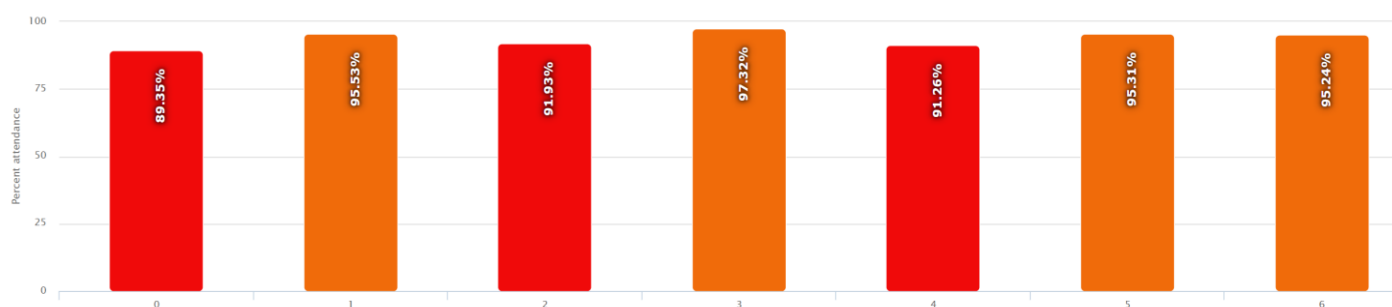
Thank you to all Parents and Carers for ensuring that their child/ren attend school and are punctual for the start of the school day. Good attendance has a positive impact on your child's well-being and educational outcomes.

We do know that from time-to-time children are really too poorly to come to school. If this is the case, please ring the school office by 9.15am on 01562 824206 or email, if you prefer, office@stgprimary.org. Phones are manned from 8.00am but an answerphone service is available before this time. It is important that you inform school if your child is unwell.

What are we doing to reward good attendance?

We want to celebrate 100% attendance and good class attendance. As part of this, we are rewarding each class with a certificate for meeting our 96% or above target. We will display each class's weekly attendance on a display for the children to see every day in the school hall. We also have an exciting lucky dip that will take place every Friday for 2 children who have 100% attendance for that week at school. Let's aim for 100% attendance!

Well done to Year 3 for achieving an attendance above the school target of 96%!



Please see below a table of attendance for each class in the Autumn Term:

	Autumn Term Attendance	Persistent Absence (under 90%)
Rec	90%	36%
1	94.5%	11.5%
2	93%	21%
3	95%	24%
4	94%	28.5%
5	95%	15.5%
6	95%	19%

Restorative Behaviour Principles

At St George's C of E School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. This approach is called the 'Restorative Approach'. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and pupils know that issues will be dealt with fairly with a 'no blame' approach.

When there have been negative behaviours exhibited, a Restorative approach is used where key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- **Who has been affected and how?** Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. families.
- **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The pupils can refer to the zone boards to consider how they can make appropriate amends with the high-expectations of the school community.



At St George's C of E School, we recognise that all pupils are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

Supporting Families and Early Help

At St George's CE School, we recognise the challenges that families face in bringing up children. There may be times when you need extra help and support. If this is the case, please come and talk to us. There are many ways in which we can help as outlined in our 'Supporting Families' Offer. We can also help to plan specific support for families in the forms of My Plan, My Plan + and My Assessment where we can work together to set and achieve outcomes. The diagram below shows the range of needs at different levels. We use this graduated approach to make sure we provide the best support for different families' individual situations.



Early Help can support children and their families who may be struggling with:

- Routines and family rules
- Families who may be not be eating healthy food
- Keeping to a healthy lifestyle
- Children who are caring for a family member
- Children who may not want to go to school for different reasons
- Disability within the family including children being a young carer
- Children in the family have special educational needs (SEND)
- Children who may becoming involved in anti-social or criminal behaviour
- Children who go missing from home
- Children or parents / carers misusing drugs or alcohol
- Children at risk of being tricked, forced, or made to work in the criminal world
- Children who may need support because they may live in a home and see drug or alcohol abuse or adult mental health problems.
- Children who have parents who argue a lot (and sometimes might hurt each other) whether the parents live together or apart.
- Children at risk of being groomed to join groups which support illegal views
- A privately fostered child (a child from another family living within your family home)

Please click on this link to access our 'Supporting Families' document where you can access support for any of the above reasons.

[Supporting Families 2023-24](#)

Online Safety- Thinkuknow

The following link can be used to explore a variety of resources to help you at home with Online Safety. The Thinkuknow website has games and activities for a range of ages. You can find them here:

[4-7s | CEOP Education \(thinkuknow.co.uk\)](#)

[8-10s | CEOP Education \(thinkuknow.co.uk\)](#)

Please explore these with your child to help them stay safe online and reinforce the messages.



New Devices at Christmas? Set them up so your child are safe.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SETTING UP NEW DEVICES FOR CHILDREN

At Christmas, millions of lucky children will be excitedly ripping the wrapping off new phones, tablets, computers or consoles. However, in the rush to let young ones enjoy their shiny gadgets, many parents neglect to set these devices up safely – increasing the chances of children going online and stumbling across adult content, making expensive downloads or installing unsuitable apps. A little time configuring the device properly can save a lot of anguish later. Here are our top tips to ensure that a dream gift on Christmas morning doesn't turn into a nightmare by New Year.

PASSCODES FOR IPHONE/IPAD

If your child's getting their own iPhone or iPad, you can set parental controls that make it difficult for them to access inappropriate content or download expensive apps. Once the device is set up, go to the Settings app and tap Screen Time, then select Use Screen Time Passcode and enter a passcode. Keep it to yourself so your child can't switch the protection off.

SCREEN TIME SETTINGS ON IPHONE/IPAD

Once you've set a Screen Time Passcode, you can adjust various safety settings. You could, for example, only allow communication with people from the Contacts app, place restrictions on App Store purchases and apply age limits to movies, music and web content. There are many more protective options available within the Screen Time settings section.

FAMILY LINK FOR ANDROID

Parents can manage Android phones and tablets, as well as Google Chromebooks, through Google's Family Link app. This gives your child some independence (and their own Google account) but lets parents monitor which apps are being used, set limits on content and ensure that parental permission is required to install apps. Look for Family Link in the Google Play Store.

ADD A CHILD TO FAMILY LINK

The easiest way to add a child's device to Family Link is to set it up with its own Google account. It's a good idea to create this before they use their new phone, tablet or Chromebook. Once they're logged in, open the Family Link app on your phone, press "+". In the top right and add a new family member using their Google account details. Then follow the on-screen instructions.

FAMILY SHARING ON A MAC

Families using a Mac get similar screen time options to iPhone and iPad users. Again, if you're setting up a Mac for a child, make yourself the main admin and add them as a user. This is handled through Apple's Family Sharing service, which not only allows you to put controls on child accounts but share apps and other purchases with them too. Search 'family sharing' at <https://support.apple.com>.

Meet Our Expert

Barry Collins has been a technology journalist and editor for more than 20 years, working for titles such as the *Sunday Times*, *Which?*, *PC Pro* and *Computeractive*. He's appeared regularly as a technology pundit on television and radio, including on *Newsnight*, *Radio 5 Live* and *ITV News at Ten*. He has two children and writes regularly about internet safety issues.

PLAYSTATION PARENTAL CONTROLS

With parental controls for the PS5, you'll need a PlayStation Network account (as the 'family manager') and the child will need their own account, which they should sign in with on the console. This all needs to be set up in advance, so you might want to do it before the big day. Go to PlayStation.com and search 'family account' for instructions.

DISCUSS IT WITH YOUR CHILD

If you're planning to implement any kind of restriction or protection settings on your child's new device, we'd recommend having a discussion with your young one first about what these controls do, and what they are for. If you try to impose parental controls surreptitiously or with no advance warning, don't be surprised if your child tries to find a way around them.

SET AN ADMIN ON PCS

On Windows PCs and laptops, it's important not to let your child share a general user account or be the main admin on the device. If you're booting up a new family PC or a child's own device, set it up using your own account details and you'll become the admin by default. Then set up children with their own separate account: Settings > Accounts > Family & Other Users > Add Other User.

SET WINDOWS LIMITS

Once your child's account has been created, a parent admin can go back into the Family & Other Users menu and apply limits to it. These include restricting screen time, the type of games and apps that can be installed, web filters and more. Microsoft also includes reporting tools which, for example, can email you with a weekly summary of your child's activity on the device.

TREAT AN XBOX LIKE A PC

The same control settings you use for a PC can be used to apply parental controls on an Xbox. Again, once your child is signed into the Xbox with their own account, you can then monitor and regulate their activity from a PC or web browser. Microsoft's dashboard allows you to manage voice communication through the console, so you can limit who can contact your child, for example.

INSTALL XBOX FAMILY SETTINGS

If you don't have a PC, but your child does have an Xbox, it might be easier to use the Xbox Family Settings app for iPhone or Android. Here, you can restrict console screen time (particularly handy if the console is in a bedroom), restrict communication and monitor the types of game being played. There's also a feature where you can allocate spending money for games or in-game purchases.

STAY VIGILANT

It's important to remember that none of these methods is 100% foolproof. Nobody will ever invent flawless filters or parental controls – not least because what's unacceptable to some parents is perfectly acceptable to others. So although devices' parental controls will help to keep your child safe online, they work best side by side with good old-fashioned parental vigilance.



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#WakeUpWednesday

NURSERY

Welcome to Nursery!

Thank you for bringing in the children's Autumn treasures that you collected over the half term we placed them on our interest table for everyone to look at.

We have been looking for signs of Autumn around our school, we went on an Autumn walk. The children found big leaves, red, yellow, brown and green leaves. On the field we found lots of red berries we know the berries are for the birds and we are not allowed to eat them.



The children visited Forest School for the first time and learnt how to keep safe. We enjoyed yummy hot chocolate and a biscuit at base camp while Mrs Williams read us the story "We are going on a leaf hunt"



Nursery have been very creative making sparkly firework paintings and celebrating the Hindu festival Diwali.

We have also made vegetable soup and tried it at snack time with our bagels H said -"This is so yummy". B-" Can I have some more please?"



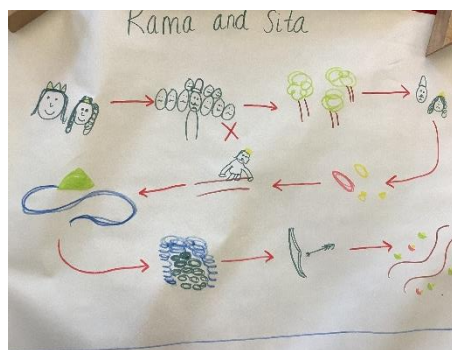
We have made our own Autumn tree using our feet it was lots of fun walking in the paint.

Sally Sheep will be coming home with the children to spend a weekend with you, we are looking forward to sharing her adventures with the children in Nursery.

The Nursery Team Mrs Williams, Mrs Khan and Miss Hussain

RECEPTION

This month we have enjoyed being outside, observing and exploring the changes in the weather and the season of Autumn. We have enjoyed learning about what happens to the trees and their leaves in Autumn, looking for those signs around our school. We know that some leaves change colour because we have less sun in the Autumn months, before the tree then loses their leaves. We found reds, yellows, oranges and browns!



Children have also learnt about the special Hindu celebration of Diwali. They enjoyed listening to and retelling the story of Rama and Sita, learning the importance of light in the festival, before they then had a go at making their own Diwali lamp.

The children also enjoyed learning about how some Hindu families may celebrate Diwali and they made some fantastic rangoli patterns of their own!

Throughout the month of December, the children can look forward to learning about how different families may celebrate Christmas, making links between their own experiences of different celebrations they may celebrate with their own families.

We would like to say a big thank you to all of those who are engaging with their child's home school link book and reading with their child at home.

If you have any questions or queries, please do not hesitate to get in touch with a member of the Reception Team.

Miss Austin, Mrs Brettle, Mrs Hoult and Mrs Jahan 😊

YEAR 1

We have been very busy in Year 1!

We have been enjoying our Forest Schools sessions and this week we have made hedgehogs using clay and sticks that we found in the Forest School area! We had such a lot of fun! Please note that there will be no further Forest School sessions until after Christmas and we will notify you about the arrangements for this.



In Maths we are now learning to tell the time to o'clock and half past. To learn about where the numbers go on a clock we have made our own! Here are a few examples.



We loved taking part in our Christmas production! Thank you so much for providing costumes for your child and attending their performance. It was a huge success!

Please also remember that the expectation is that you now read with your child at least **five times** a week and this should be recorded in their home-school link book. The children are also taking a book for pleasure home which is often above their reading level but is a story that can be shared at home by a child and a grown-up together.

Any worries or questions please don't hesitate to contact myself or one of the Year 1 team.

Miss Mills 😊

YEAR 2

I am so proud of Year 2 this first term! We have made so much progress already with our transition from Year 1 to Year 2.

In Maths we have focused on addition and subtraction using base 10, a number line as well as using coins to help us to work through a variety of mathematical questions. We have worked systematically counting first with the ones and then the tens. We have spent lots of time remembering to count backwards from the biggest number when we subtract where as we count on (forwards) when adding.

In Writing, we have been exploring language features of a diary and a recount. We made links to our History topic, 'The Great Fire of London', where we pretended to be Samuel Pepys writing his diary in 1666. We then continued the past tense with a recount from our trip to Aston Hall which was a fantastic experience! We learnt about different artefacts that would have been used, as well as exploring the museum, where we learnt about how the fire started in the bakery on Pudding Lane.

We enjoyed our Christmas production where the children have loved learning the songs, especially 'Three Kings'! Thank you for supporting your child and attending the performance.

Please also remember that the expectation is that you now read with your child at least **five times** a week and this should be recorded in their home-school link book. The children are also taking a book for pleasure home, which is often above their reading level but is a story that can be shared at home by a child and a grown-up together.

We want to thank you from the Year 2 Team for your continued support.

Many thanks, Mr Carrette & The Year 2 Team

YEAR 3

What another busy month it has been! The children have been working hard on showing us our visible consistencies and continue to work on their independence and resilience.

In English, we have really enjoyed our focus text, Stone Age Boy and have liked taking on the role of the main character, imagining what it would be like to meet Om and her family. Within their writing, the children were focusing on continuing to use their expanded noun phrases to add detail and to use both coordinating and subordinating conjunctions to join clauses together and extend their ideas.

In Maths, the children have worked really hard to develop their understanding of addition and subtraction by using their knowledge of place value. To begin with, the children explored the methods using the Base Ten resources and then progressed to using the column method.

Reading is one of Year Three's favourite lessons and they always really love to listen to their story and get involved with predicting what might happen based on clues they have spotted. The children have enjoyed reading Roald Dahl's, 'The Magic Finger' and have gained a secure understanding of the plot. By using a range of our comprehension X expert tips, the children have also been able to successfully discuss and answer many questions using evidence from the text to support their answers.

In Science, the children have started their new unit of 'Animals, including Humans', where so far they have identified how animals including humans need the right types and amount of nutrition, and have explored that they cannot make their own food. The children have understood that they get nutrition from what they eat and the importance of this.

In French, the children have been really impressing us with their new vocabulary and phrases and have been able to confidently describe different shapes by their size and colour- fantastique!

PSHE lessons have encouraged Year Three to reflect on their health and well-being and so far they have discussed a healthy diary, where they considered the need for different types of food depending on their planned daily activities.

Please can you continue to encourage your child to read at least five times a week and sign their diaries.

As always, thank you for your continued support.

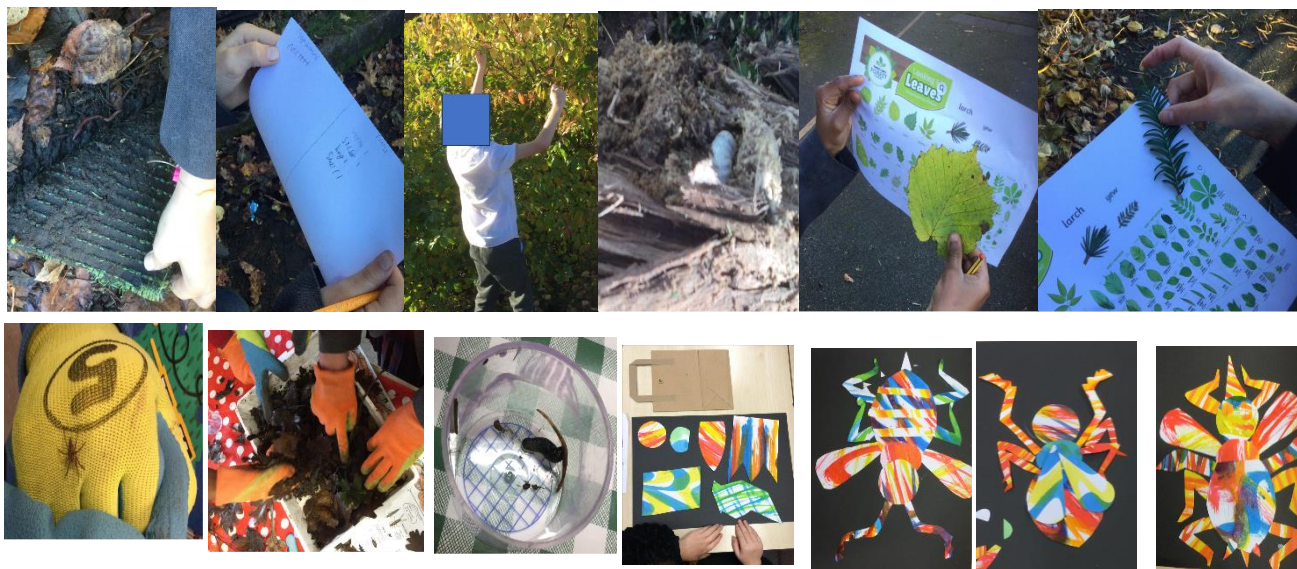
The Year Three Team.

YEAR 4

The Autumn term has continued to be busy in Year 4, and all of the children have been working hard and trying their best in all subjects, which is fantastic! We completed our Autumn term NFER assessments, and every child has made us very proud of their achievements.

In English, the children have enjoyed linking their history work to their writing by creating a fact file about Ancient Greek God and Goddesses. They have built a great amount of knowledge about the subject which is great to see. We have then moved on and described the setting of a wintery scene. In Maths, we have completed our unit on addition and subtraction using our formal methods using up to 4-digit numbers and next term we will move on to multiplication and division. In Reading, we have completed our Comprehension X work, and we have moved on to looking at texts in more detail, starting with some short stories, but still using our expert tips that we have learnt about.

In Science, the children have had great fun exploring the school grounds looking for minibeasts and identifying the trees before looking more in depth at classification keys. We all enjoyed our visit from Worcestershire Wildlife trust where we will be able to apply this knowledge by observing minibeasts live in the classroom and classifying invertebrates before looking at the work of artists Clare Youngs and Ed Kluz and using our art skills to create an ink collage of invertebrates. See images below.



In French, we enjoyed learning the names for the items of clothing and adding what colours they are to our sentences and in art we have used clay to create some sculptures using the score and slip technique to fix other pieces to our work.

In PE, we explored movement in our dance unit and in music we have been having a very noisy time working in groups to create music to describe mountains as well as add a musical story to a short video.



The last few weeks of term have been very busy, and we have loved all the exciting events that accompany this time of year in our school and local community. Please can you continue to encourage your children to read at least five times a week at home and sign their books and make sure they have PE kits in school when we return to school. Thank you for your continued support and please do not hesitate to speak to myself or other adults in class should the need arise. You can always contact the school office if you wish to discuss something more privately.

We would like to take this opportunity to wish both you and your families a very Happy Christmas.

The Year 4 Team - Mr Roberts and Mrs Anderson 😊

YEAR 5

As a class Year 5 have made incredible progress and they should all be proud of how independent and grown up they are proving they are.

In writing we have been learning how to use relative clauses in an embedded sentence to add more description to a noun. We are going to be using this knowledge to input relative clause sentences into a fact file about Roman gods. This links to our topic in history where we are learning all about the Romans, discussing how they invaded Britain and the romanisation of Britain. The class thoroughly enjoyed exploring the Roman Baths website discussing the different beliefs that the Romans had about the baths.

In maths we have been developing our knowledge about multiplication and division and applying our new skills to understand and find factors, multiples and common multiples/factors.

We have also explored prime, square and cube numbers. Recently we have also had the opportunity to build some more word problems into our work as well as some KS2 SATS questions in preparation for Year 6.

In our PSHE learning we have begun to look at our health and wellbeing starting with some Minecraft Yoga before moving on to discuss how sleep and looking after ourselves can affect our emotions. The children also enjoyed a visit from the WEST team who provided the class with a workshop looking at how we can boost our mood and look after ourselves.

The children have been having lots of fun exploring forest school on a Friday afternoon including hot chocolate and biscuits, even if we do sometimes get a bit muddy!

Please ensure your child is reading 5 times a week and their reading diary is signed and coming into school with them.

Keep up the hard work Year 5, you are doing yourselves and us proud!

Miss Edwards, Miss Moraity and Mrs Wilcox 😊

YEAR 6

All the children in Year 6 have made amazing progress and they should all be proud of themselves.

In Maths, we have developed our formal methods in multiplication and division and have applied these to a variety of word problems including understanding remainders in context. More recently, we have been using multiplication to find the area of a shape.

In Writing, we have explored relative clauses and used them to create multiclaue sentences and explain our writing. We have used them within a non-chronological report about different animals where we discussed their appearance, habitat, and diet. This also linked to our work in science where we are learning about Carl Linnaeus and how scientists classify animals.

In Art, we have begun to learn about Peter Blake and how he creates montages using layers of images. We know the differences between a montage and collage and how montages have a background, middle ground, and foreground. We are excited to create our own montage based on a biome which we learnt about in our geography lessons last term.

In our PSHE lessons, we have been focusing on our health and wellbeing, including: taking responsibility for our health; building resilience; mindfulness strategies, and the impact of technology. We continue to have discussions about how to stay safe in school including the importance of good attendance and how we should talk to each other. In Year 6, we had a purposeful anti-bullying week where we understood the different types of bullying and the difference between bullying and playful teasing.

We have been enjoying our history lessons and learning about what led to King John sealing Magna Carta. We discovered how he was portrayed in primary sources and developed an awareness of the reliability of sources. As historians, we need to question what we see.

We are looking forward to a busy build up to Christmas and enjoyed celebrating as a Trust at Worcester Cathedral (we will also have a look at King John's tomb as he's buried there!).

Please ensure that your child reads at least 5 times a day and their home reading diary is signed. Please can you also ensure that your child attends tutoring sessions as this is a valuable time to further support them

Thank you for your continued support.

Year 6.

Our School Governors

From Hayward Osborne, Chair of Governors



Every school has its Governing Body, whose job is to steer, support and monitor the life and performance of the school. We do not run the school – that is the Head Teacher's role. We are there to make sure the school is being well run.

We have eight Governors, normally appointed for four years, meeting six times per year. We focus on the school's vision and development, its curriculum delivery, and the safety and welfare of pupils. We want all our pupils to grow, flourish and progress.

Our school is part of the Black Pear Multi-Academy Trust. Our Governors operate within the overall policies of that Trust, as well as following national government guidelines.

On the Governing Body we have our Headteacher and David Carette (staff representative). Then we have the Revd David Hildred, Rector of Kidderminster East parish which includes St George's church –as we are a Church of England School. With them are Lauren Tallis (Head of Education in a small specialist unit near Worcester), Megan Stanley (on the staff at Holy Trinity School) and myself. I also am a Church of England priest, with experience in overseeing the work of schools.

Two Governors are chosen from the parents of pupils. Usually, they are elected by parents or, if there are not enough put forward for an election, they are appointed by the Trust.

Who are our current Parent Governors?



Amey Turner

Amey has two children in Year 6 who have attended our school since Reception, so has been involved in the school community since 2012. Amey works at Haybridge High School in an attendance and pastoral role for the Sixth Form. Prior to her current role she worked at Offmore Primary School as their School Business Manager. With considerable experience in schools, she has a passionate interest in Mental Health and Safeguarding.



Adam Bills Adam Bills is a Parent Governor at St. George's who has a longstanding association with the school. Both of his children have attended St. George's, and presently has a child enrolled in Year 5. Adam finds that being a school governor provides the opportunity to make a positive impact on the school community, contribute to important decisions regarding school policies, curriculum and the overall strategic direction.

If you have any question or concern about your own child's individual progress or welfare, you should still speak to their class teacher –not to a Parent Governor. But in the discussions about the direction and performance of the school as a whole, you will know that parents importantly have a voice. And if you have any matter you wish to raise with the Governors, you can contact me via the school office.

Together we work to ensure the best possible learning experience and happiest school environment for all our pupils.

IMPORTANT DATES and REMINDERS

Friday 22nd December 2023– Christmas Break Begins

Monday 8th January 2024- All children return to school

Tuesday 23rd January 2024 – School Choir Visit Young Voices at Resorts World

Monday 5th February - Thursday 8th February 2024 – Y6 Residential Visit Llanrug

Friday 9th February 2024 – TED day children not required to attend

Monday 12th February 2024 – Friday 16th February - Half Term Holiday

Monday 19th February 2024 – All children return to school

Safeguarding is Everyone's Responsibility

If you feel a child is at risk of immediate harm and needs immediate protection phone the police and the Family Front Door on **01905 822666**.



We are offering an '**after school provision**' throughout the week at St George's for the **all the children**. Your child/children will have the opportunity to do some **creative and engaging activities** and will be provided with a **hot snack** if they choose to stay for the **later slot**.

- After school club starts at **3.00pm**.
- There will be two slots available for the '**Little Pears**'.
- The first slot will run from **3.00pm-4.30pm** at a cost of **£5.00**.
- The second slot available is from **3.00pm-5.45pm** at a cost of **£6.50**.
- If your child is staying until **5.45pm**, they will be provided with a hot snack. Hot snacks e.g., 'beans or cheese' on toast.

If you would like your child/children to attend '**Little Pears**' after school club, please contact office@stgprimary.org or ring on 01562 824206.

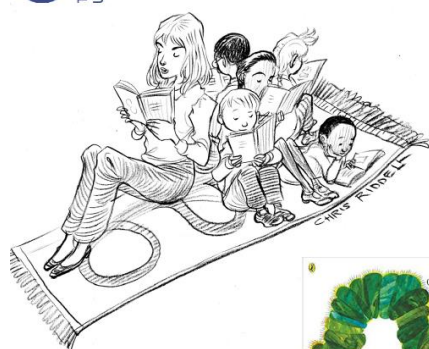
Please contact us as soon as possible, so we can ensure that we can facilitate your wishes.

School Term Dates September 2023 to July 2024

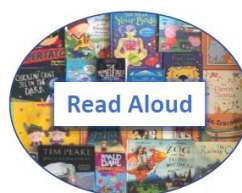
<u>HOLIDAY</u>	<u>SCHOOL CLOSSES ON</u>	<u>SCHOOL TED DAYS</u>	<u>SCHOOL RE-OPENS ON</u>
CHRISTMAS	Friday 22 nd December		Monday 8 th Jan 2024
SPRING HALF TERM	Thursday 8 th February	Friday 9 th February	Monday 19 th February
EASTER	Thursday 21 st March	Friday 22 nd March	Monday 8 th April
MAY DAY	Monday 6 th May		Tuesday 7 th May
SUMMER HALF TERM	Friday 24 th May		Monday 3 rd June
END OF SUMMER TERM	Friday 19 th July	Monday 22 nd July	N/A



Supporting Readers at Home



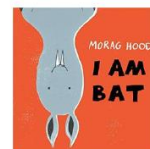
Open University research suggests there are three important ways to support readers and a love of reading.



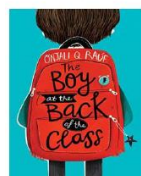
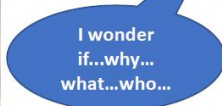
Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



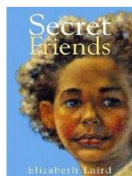
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



For more ideas see the OU website:
www.ourfp.org

