



Frodsham Primary Academy

15th March 2024

We started the week with our School Improvement Partner in school. He spent time observing phonics lessons and reading lessons and then spoke to pupils about how our school supports their personal development. He looked at the provision for children with SEND and how well the school support identified children. The report highlighted many strengths.

- *Reading- Teachers and TAs deliver the RWI (phonics) programme to fidelity. Engagement levels are consistently high and all pupils, including those in RP are included and learn well*
- *Reading comprehension is taught to a good standard. Teachers model reading comprehension and engagement levels are good. Teachers check the quality of learning/answers as pupils are working.*
- *The quality of the learning environment is high with many attractive displays throughout school, which celebrate pupils' learning.*
- *The provision for SEND is based on the school's inclusive policy and adaptive approaches*
- *All pupils with SEND access the main curriculum and they engage well in lessons*
- *Pupils with SEND speak highly of their school and say it is a fun, nice and a good school. They can outline how staff help them and they say the pitch of work is appropriate. They outline the range of trips and visitors and enjoy meeting with the school therapy dog, Opal.*
- *Pupils continue to behave well in lessons and mainly demonstrate positive attitudes to learning. They are very well mannered to visitors*
- *Pupils say their school is a caring, fantastic, and exciting place to learn.*
- *All pupils say they are kept safe in school and can outline how staff look after them.*
- *Pupils' mental health is cared for through, for example, ELSA and the good relationships with the school's trusted staff team*

Handwriting continues to be a development point, and this will be a focus in all classes throughout the rest of the academic year. We will also be continually developing the use of subject specific vocabulary to ensure children can use the correct terminology when explaining what they are learning.

In school this week we have had

- A Mini Kickers competition for some of our Y1 children
- A local area walk for Y3 and Y4 to Frodsham Market linked to their geography unit
- Bike Ability for Y5 and Y6 children; learning how to stay safe on the road when cycling
- A whole school colour run!

Thank you to everyone that attended the colour run, we raised £112 to go towards our KS2 residential.

Monday is own clothes day, please bring either a bottle or box of chocolates which will go towards our Easter Bingo night. Monday will also be enrichment day in school where children will be learning all about Bumblebees. We will be creating a bumblebee safe space in our school grounds and planting bumblebee friendly flowers.

It will be parents evening on Monday 25th March. Rather than having lists on the gate, Miss Carter will be taking bookings over the phone. Booking will be taken from 10.00am on Tuesday 19th. Please ring school to book your appointment. School reports will go home on Friday 22nd March.

Have a great weekend,

Mrs Callaghan

Stars of the week

N: Freya
R: Logan
Y1: Thea
Y2: Roary
Y3: Harry
Y4: Finley
Y5: Honor
Y6: Mica
RP: Louie

Dojo Champions

Reception: Mini
Year 1: Lexy
Year 2: Roary
Year 3: Izzy
Year 4: Leo
Year 5: Charlotte
Year 6: McKenzie
RP: Milo



★ HAPPY ★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been finishing off their stories and making wanted posters to find the missing wolf!

In Maths this week Reception have been learning all about length. They have been ordering objects from shortest to longest and comparing lengths. Year 1 have been adding numbers up to 20 by counting on, using different strategies such as tens frames, number tracks and number lines.

In Science this week we have been learning about the different parts of a plant, labelling them and understanding the important jobs of each part too.

In computing we thought about what technology is and what technology we can find in our school.

Some of our Year 1 enjoyed going to mini kickers this week too and did really well. They all showed great resilience and enthusiasm throughout the whole morning. Another brilliant week Snowy Owls! Well done!

Miss Sands

What a busy week we have had in Phase 2, our year 3 and 4 children were a credit to the school on Thursday as we took to Frodsham streets. As part of our Geography unit, we spoke to the community about the push and pulls of Frodsham, finding out that people had travelled to the market from as far as Liverpool!

In DT we have started to design our own hot sandwich, with the children thinking about their ingredients, what techniques they will need to use to prepare them and how they will make it hot.

We have started to write our 'Refugee Narrative story', based on our book 'The Journey'. The children are really trying to get the emotion in to their stories, using personification to bring fear to life.

Some of our children took part in the colour run on Thursday, and we looked at red nose day on Friday and how to be funny for money!

Miss Curtis

Desert Owls have had a productive week this week! The children have edited and written up their latest narrative and they have made a start at analysing a letter.

In maths, the children have been looking at percentages and solving problems, the Year 6 children have then moved onto ratio and proportion.

In geography, the children have continued to look at global supply chains and they looked at different countries and the highest valued exports that countries produced.

We have had most of the class access bike ability where the children have been taught the rules of the road and then were taken out on bikes to practice.

The children also had a DT day looking at making their own pizzas. They started by evaluating existing products before designing and making their own pizza from scratch. The children worked well and I think we have a few further chefs in Desert Owls. A big shout out to Amy in the kitchen who stayed afterhours to cook the pizzas for us.

The children have been working with Myself and Mrs Harding who will be taking over the class next week and I know they will enjoy having Mrs Harding as their teacher.

Mrs Price

This week, Tawny Owls have been working on developing their handwriting and pen control. Children had a recap on where the letters sit on the line and how we hold our pencils properly.

We have been listening to lots of number songs in both English and Spanish and comparing the numbers in each language.

We have enjoyed lots of sensory play this week including paint walks and playing with the oats.

In science this week, children have continued to look at the different parts of the plant. Children have started comparing garden flowers and wildflowers. They were great at telling the adults the difference between the two.

Miss Pemberton

FREE EASTER SCHOOL HOLIDAY ACTIVITY



**Everyone Welcome
Ideal For Families**

**Castle Park Frodsham
Friday 5 April
10am - 2pm**

Friendly Help Available From 10am



New Courses!

**FIN YOUR
WAY PROJECT**

Short
1km

Medium 1.5
km



**FIND THE CHECKPOINTS USING YOUR PHONE
YOU CHOOSE THE ROUTE - YOU CHOOSE THE PACE**



Diary of events for Spring Term

Monday 19 th February	Return to School
Monday 19 th February	Opal the dog- First session in school.
Monday 26 th February	Start of assessment week for Y1-Y6
Tuesday 27 th February	Reception vision and hearing screener
Thursday 29 th February	Y6 SNAP TRAP performance trip
Friday 1 st March	Y5/6 Volleyball festival
Tuesday 5 th March	Rec / Y1 Football tournament
Wednesday 6 th March	KS2 Dodgeball tournament
Thursday 7 th March	World Book Day- Fancy Dress
Friday 8 th March	Y5 / 6 Girls Football Festival
Tuesday 12 th March	Rec / Year 1 Athletics tournament
Thursday 14 th March	Y1 Mini Kickers tournament
Thursday 14 th March	Y3/4 Geography Local Area Visit
Thursday 14 th March	COLOUR RUN!!!!
Friday 15 th March	Red Nose Day
Monday 18 th March	Enrichment Day- Own Clothes day Bring a bottle or chocolates
Wednesday 20 th March	Advanced solutions (SEND) in for coffee morning 9am
Friday 22 nd March	FULL school reports sent out for Reception- Year 6
Friday 22 nd March	KS2 Cross Country Competition
Monday 25 th March	Y5 Easter Journey trip
Monday 25 th March	Parents evening (plus one afternoon slot)
Wednesday 27 th March	Easter Bingo! 5.30-8.00pm
Thursday 28 th March	Final day of school. 3.20 finish
Please NOTE: One week off for Easter break	
Monday 8 th April	Children return to school

Please take a note of term dates, these are also on the school website

Frodsham Primary Academy
School Term Dates 2023-2024



Autumn Term 2023

OPEN	CLOSE	OPEN	CLOSE
Wednesday 6 th September	Friday 20 th October	Monday 6 th November	Wednesday 20 th December
33 days		33 days	

Spring Term 2024

OPEN	CLOSE	OPEN	CLOSE
Wednesday 3 rd January	Friday 9 th February	Monday 19 th February	Thursday 28 th March
28 days		29 days	

Summer term 2024

OPEN	CLOSE	OPEN	CLOSE
Monday 8 th April	Friday 24 th May May	Monday 3 rd June	Thursday 18 th July
34 days		33 days	

TEACHER TRAINING DAYS: SCHOOL CLOSED TO PUPILS

Monday 4th September 2023 Tuesday

5th September 2023

Tuesday 28th June 2024

Friday 19th July 2024

Monday 22nd July 2024



School Term Dates for Frodsham Primary Academy September 2024 - July 2025

	School Opens	School Closes
Autumn Term 1	Wednesday 4 th September	Friday 18 th October
October Half Term	Monday 21st October – Friday 1st November	
Autumn Term 2	Monday 4 th November	Friday 20 th December
Christmas Break	Monday 23rd December – Friday 3rd January	
Spring Term 1	Monday 6 th January	Friday 14 th February
February Half Term	Monday 17th February – Friday 21st February	
Spring Term 2	Monday 24 th February	Friday 11 th April
Easter Break	Monday 14th April – Monday 21st April	
Summer Term 1	Tuesday 22 nd April	Friday 23 rd May
Whit Holiday	Monday 26th – Friday 30th May	
Summer Term 2	Monday 2 nd June	Friday 18 th July

INSET TRAINING DAYS (staff only – children are not in school)

- Monday 2nd September
- Tuesday 3rd September
- Friday 27th June
- Monday 21st July
- Tuesday 22nd July

SEND Newsletter

March 2024



What is neurodiversity?



Neurodiversity refers to the differences between how people think, process information, behave and communicate.

It emphasises that everyone's mind works differently. People have different interests, motivations, skills, and strengths. These differences should be recognised, understood, respected, and celebrated.

It's estimated that 15-20% of children and young people in the UK are neurodivergent.

Neurodiversity and mental health

Neurodiversity does not refer to a mental health condition; neurodivergent individuals do not necessarily have poor mental health. However, due to **social expectations** and a **lack of support and understanding**, neurodivergent pupils may be particularly susceptible to mental health problems, especially in environments where differences are not understood and respected.



How to support neurodivergent children

Empower neurodivergent children and young people.

Follow neurodivergent pupils' lead to help them to feel safe and able to act authentically. Work with individuals to meet their specific needs and build on their strengths.

Create an inclusive learning environment.

Carry out a sensory audit and consider adapting your classroom. Try to give all pupils the option to work in a quiet area if they prefer. Use visual aids and other communication devices to support learning and communication differences.

Gather student voice.

Create opportunities to listen to neurodivergent pupils and record this. Use this feedback to reflect on your classroom culture and environment to ensure that they are inclusive.

Simple Inclusive Classroom Strategies

1. Define clear minimum standards for behaviour.
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.
6. Be aware of the specific needs of every child in your class.
7. Provide support for them in ways which benefit ALL children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; look at each individual starting point.



Further links to support understanding around neurodiversity and links to resources:

Classroom Sensory Audit: <https://education.gov.scot/media/i3nm5bkt/sensory-audit-tool-for-environments.pdf>

Guide to neurodiversity for staff: <https://mentallyhealthyschools.org.uk/factors-that-impact-mental-health/vulnerable-children/neurodiversity/?searchTerm=neurodiversity>

Understanding neurodiversity and inclusivity for teaching staff: <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-guide-understanding-neurodiversity.pdf>

A guide to Specific Learning Difficulties: https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/09/P16-A_Guide_to_SpLD_copy_2.pdf

10 Top Tips for Parents and Educators

PROMOTING STORYTIME

Being read to regularly can help the under-fives in acquiring literacy; teaches them the value of books and stories; and sparks their imagination and curiosity. Reading to babies, meanwhile, provides the building blocks of language development and the beginnings of social and emotional skills. Here are our top tips for helping children discover the wonder of stories.

1 BE A READING ROLE MODEL

Children thrive on copying the behaviours of adults around them, so it's vital to model regular reading habits: if your child sees you reading, they're likely to copy you. Reading on a screen could be misinterpreted by a child as a different activity, so a printed book is preferable.

2 JOIN A LIBRARY

Local libraries are a cost-effective way of introducing your child to new books. Libraries often host free events to build engagement with reading. Librarians can recommend books based on age, interests, genre or author. Having their own library card and choosing their next read can be exciting for little ones.

3 TAKE IT IN TURNS

Taking turns to read and turn the pages can build your child's confidence and lets you model what's expected. For younger ones, reading doesn't have to mean the exact words on the page – they might prefer their own version! Reading to different audiences is useful: teddies are excellent listeners!

4 CATER TO THEIR INTERESTS

Like adults, children tend to favour books with themes they're interested in. If they're less keen to move away from their preferred subject matter, you could vary the type of book they read by swapping between fiction and non-fiction. There'll be plenty of scope to diversify as they grow up.

5 BUILD READING INTO YOUR DAILY ROUTINE

Building reading into your daily routine will have a positive impact. Just before bedtime is ideal for many families, helping settle the child to sleep. The adult usually reads the story, but children enjoy more interactivity as they get older. It can be handy to have books with you when out and about.

6 USE PICTURES AND PROPS

Most children's books contain beautiful illustrations which enrich the text. Spend time discussing these with your child and pointing things out. As well as doing voices for different characters and making any relevant noises, you could also enhance story time with props such as toys or puppets.

7 RELISH THE LANGUAGE

The language in children's books is varied and rich; sometimes they might include words children are less familiar with, so you can take the opportunity to explain what they mean. With younger children, you could try paraphrasing certain sentences afterwards to help with understanding.

8 A COMFORTABLE ENVIRONMENT

Where possible, read to your child in an environment that's free from distractions. This helps children to get fully immersed in the experience, supporting their concentration and engagement. Doing this often can help to build up the child's ability to focus for greater lengths of time.

9 TAKE REGULAR BREAKS

Although reading can be hugely enjoyable, children can sometimes struggle to sit for long periods or to engage with texts fully. Have regular breaks: reading a few pages is better than none. You could also have some movement breaks – there's no particular 'right' or 'wrong' way to enjoy a story.

10 RE-READ FAVOURITES

Most children have certain stories that they love hearing again and again. This repetition lets them become familiar with language patterns and more engaged by feeling able to join in. Choosing other books by your child's preferred author can help them to discover new favourites.

Meet Our Expert

Kara Kiemann has worked in senior leadership positions (both in the UK and internationally) for 15 years, supported by an MEd in Educational Leadership. As an educational consultant, she now delivers training for a range of organisations – notably on EYF5 practice and child development. Previously, Kara was head of a nursery and junior school and has also been a director of early years.



#WakeUpWednesday

The National College®

Source: <https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/> | <https://cdn.booktrust.org.uk/globalassets/resources/research/benefits-of-reading--booktrust-2023.pdf> | <https://www.all4kids.org/news/blog/the-importance-of-reading-to-your-children/>

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