



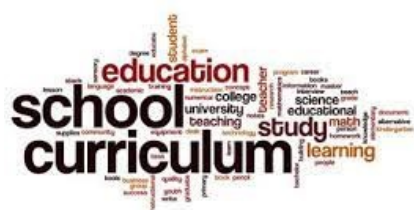
The John Hampden School Wendover



NEWSLETTER

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1. MESSAGE FROM MRS BARNES



Despite having an EYFS Framework with prime and specific areas to cover, and a National Curriculum that directs the content of what should be taught to children at this stage of their education, we are given the freedom to choose how we feel it is best to deliver the content. We have found that some topics are universally popular with infant aged pupils whilst at other times we take account of particular interests of the children to plan something new. Our teachers work very hard to keep the learning opportunities relevant and interesting for the children so they are motivated and engaged in their learning.

At The John Hampden School Wendover we try hard to present the content as a linked curriculum whenever possible. This means we choose topics which enable aspects of different subjects to be taught in a meaningful way to the children. So, rather than having a history lesson each week we may choose to block the teaching of this subject into a specific topic. At other times we may choose to have specific enrichment days or weeks to focus attention on a particular subject or a particular theme. So far this academic year we have enjoyed a fortnight of Health and Safety. 'Discovery Week' is coming up soon where the children will be investigating mathematically and scientifically. There will also be a focus on thinking skills and links to Growth Mindsets.

When we come back after the half term break, we have planned an exciting Arts Week that will involve the children creating art work linked to a specific theme. This will be enhanced with music and drama. Later on in the year there will also be World Weeks to look forward to.

Whenever possible we invite visitors into school or we plan trips to enhance the learning experiences. Sometimes we ask the children to come to school wearing costumes to make their learning more memorable. With this in mind I would like to draw your attention to World Book Day which we will be celebrating on **Friday 8th March**. Every year we ask the children to dress up and this year we are asking everyone to come dressed as their favourite character from a book. We will be celebrating with a whole week of book related activities and we will let you know more about this in due course but we think it will be great fun!

In the last newsletter we gave details of the Parents' Evenings that are due to take place next week. This time, please enter the school building via the main entrance where signage will direct you to sit outside the classroom to look at your child's work before you are called in to talk to the teacher. At the end of the 10 minute appointment you will be asked to complete a short questionnaire about your experience and also to complete some feedback for your child to see.

We look forward to seeing you then.

2. GOVERNOR SECTION

Building on Kirsten's Governor comments from the last newsletter where she gave lots of advice on supporting phonics, next week is National Storytelling Week. At JHSW we love storytelling! It is embedded in so many of the things we do. In some ways storytelling is part of the essence of being human, we all do it naturally in some way, whether in the playground as children or, as grown-ups, down the pub/cafe.

Storytelling can mean communicating what really happened, for example lately Year 2 have been learning all about the Great Fire of London and there are lots of stories in that. Also, storytelling covers flights of fancy and imagination that lets us express ourselves.

But I think what I love most about story telling is that it is inclusive and allows everyone to connect and hopefully gain a wider understanding. It can cover many different forms, not just reading from a page, it can be spontaneous, using whatever props you may have to hand, and can be communicated in lots of ways (books, plays, putting on a show, chatting, music, Minecraft, audio books, jigsaw puzzles, etc...). Certainly, when I was young Lego was a fun method, and with my siblings we would build something (or things) then spend the rest of the time making up stories about it.

Both my children went to JHSW, and though they are now in their twenties they still love a story and love to tell a story, and strangely enough both asked for Lego at Christmas! And if anyone needs anymore reasons to enjoy next week, it also International Lego Day on the 28th January, the day Godtfred Kirk Christiansen patented the original 2X4 Lego brick.

So, go on, build some Lego this weekend and tell a story, it beats looking at the wind and rain outside.



Ruth Falkus

Co-opted Governor

The Governing Board is always willing to listen to parental queries and to explain in more detail what the Governing Body does. They do realise, however, that it may not always be appropriate to speak to them at the school gate so please feel free to email the Chair of Governors, James Edley, Chair@johnhampdenwendover.co.uk if you would like to raise a matter for discussion.

3. IMPORTANT MESSAGES

CHILD ILLNESS



At this time of the year we recognise that there are lots of coughs and colds and other illnesses doing the rounds. The last couple of weeks have been quite challenging for the school as we have had a large number of staff off work with Covid and other illnesses. There is no longer any requirement to test children for Covid but we would ask that if your child has a high temperature, for any reason, that they do not return to school until it is normal again. This way we will all be doing our best to ensure spread of germs and viruses is minimised.

Thank you in anticipation of your support.

ONLINE SAFETY



All games released in the UK will have one of the following PEGI age ratings on the packaging: 3, 7, 12, 16 or 18. The rating means that the game shouldn't be played by a young person under that age because there may be content within the game which could potentially be harmful, frightening or worrying to children. As well as an age rating, PEGI also uses icons showing content descriptors, letting you know if a game contains: violence, drugs, bad language, discrimination, fear, gambling, sex, or in-app purchases.

We would urge parents to monitor the games their children are playing, or watching others play, in order to avoid access to unsuitable or upsetting content. Parents/carers should also be aware that within some games children are able to gain access to online content that also may be unsuitable.

Scroll of Honour Badges

Our behaviour initiative, which allows any pupil in the school to be nominated by an adult for demonstrating excellent behaviour, appears to be working well. Every child who is nominated has their name included on the Scroll of Honour and is asked to stand up during 'Over & Above' Assembly on Friday. They are given a yellow 'Spotted for Something Special' badge which they can wear for one week. We are asking for your support in ensuring the badges are returned to school on the following Thursday. This way we can make sure they can be passed to the next set of children who are nominated. We only have a limited supply of the badges and others will be really disappointed if they don't get a badge when it is their special moment. Thank you for your support.

Jewellery



Please remember that children should not be wearing any jewellery to school. Children with pierced ears should definitely have their earrings removed on P.E. days or be provided with tape to cover the studs if they cannot be removed yet. This is for health and safety reasons as earrings can easily get caught up as children get changed for P.E.

DOGS ON THE CAMPUS



This is a polite reminder that no dogs should be brought onto the campus at any time. This is a Health & Safety request.

PARKING ON CAMPUS



This is a polite reminder that parents should not be driving onto the school campus to drop off or pick up children. The campus is for staff only. Please also be courteous to all drivers when driving around the campus roads. Thank you.

SCRAP PAPER

If anyone has any scrap paper (white or coloured) that the children could use for drawing on, our Out of School Care Club would be very grateful to receive any donations that you may be able to make. Donations can be dropped off either at the Club or at the main school office. Thank you.

4. CURRICULUM SECTION

CHARACTER EDUCATION

Character Education is the wider personal development of a child beyond the academic education they receive in school. It aims to instil in pupils a number of key characteristics and values such as resilience, honesty, motivation and humility, all of which will help them in their adult lives.

The Department for Education have published a framework for schools to audit and develop Character Education in their settings and at John Hampden we have included this as one of our targets within our School Development Plan for 2023-2024.

The Six Character Benchmarks

These benchmarks summarise the most important features of good provision for character education and are intended to assist schools in evaluating their own work and planning for development. They are:

- A. What kind of school are we?
- B. What are our expectations of behaviour towards each other?
- C. How well do our curriculum and teaching develop resilience and confidence?
- D. How good is our co-curriculum ?
- E. How well do we promote the value of volunteering and service to others?
- F. How do we ensure that all our pupils benefit equally from what we offer?

Obviously the benchmark questions are relevant to all schools, so we must look at the age of our pupils and identify the things we do, in an age appropriate way, to provide evidence of achievement within each of the six areas.

When auditing our provision for Section E 'How well do we promote the value of volunteering and service to others?' we were able to evidence our Year 2 Lunchtime monitors. Each day they routinely support our Midday Supervisors in the dining hall and they are amazing.

We are so proud to see them:

- pouring and serving drinks
- helping children to open food wrappers
- taking children to their classrooms to collect their coats
- helping and encouraging appropriate behaviour
- being wonderful role models to our younger pupils.

They take their roles very seriously and they are incredibly diligent—just the sort of attitude we are aiming to foster. The monitors change from time to time as we try to give as many children as possible the chance to shine in this way.

On the next page of this newsletter, you can read comments from these monitors about their important role at lunchtimes.

5. PUPIL'S SECTION



YEAR 2 LUNCH MONITORS

Megan—I enjoy my job because we get to look after the children that are younger than us.

Evelyn—I love handing out the cups at the beginning of lunchtime and, after they have eaten, I help to take the children outside.

Tom— I like seeing and helping the younger brothers and sisters of children in Year 2

Aidan—I like taking the children back to their classrooms after lunch and then helping them to go outside

Mason—I like it when the children put their hands up and then I can listen to them and help them with what they need

Ellie—When children ask for bread I take the bowl round and give them the bread, but they can only have it when they have finished their lunch.

Autumn—When children put their hands up and need help, I help them to open the packets for their cup cakes and puddings.

Max—I like helping the younger children and making them happy, but I know I have to be sensible when I'm doing my monitor job

Delilah—I like doing what the children need me to do, like cutting up their food and encouraging them to eat. I make sure they eat enough of their main course before they have their dessert. I help the children to line up and their Midday Supervisor said they were a sensible line of sensible children.

Evie—When we help the little children we speak to them and if they tell us there is something wrong we can help them by telling an adult.

Poppy—I like helping the children so when they grow up they are sensible. I think we are role models for them.

Betsy-Rose—I enjoy helping the younger children and I am pleased that they follow the instructions I give them.

Thomas—I enjoy helping the children in Squirrels Class and the Midday Supervisor. I help by answering their questions and taking them to the toilet or the cloakroom.



6. SCHOOL IMPROVEMENT

We aim to keep you fully informed of our actions linked to the school improvement plan. Since the last newsletter we have made progress linked to the actions outlined below:

GOAL A: QUALITY OF EDUCATION



During the last academic year we made the decision to purchase a new Phonics Scheme to replace Letters & Sounds at JHSW. We opted for the 'Supersonic Phonic Friends' scheme which utilises a fully systematic synthetic phonic approach. The scheme includes the Firm Foundations in Phonics, The Basics, The Higher Levels ~ Choose to Use Spellings and Switch it Spell Sounds, as well as Key Stage 1 spelling rules. It also ensures children develop passion for reading and the confidence to independently apply each skill when reading and writing.

With new members of staff joining the team this year and more training being delivered, we have recently observed all phonics lessons and monitored to ensure there continues to be complete fidelity to the scheme.

GOAL B: BEHAVIOUR & ATTITUDES



Unfortunately we had to cancel our latest planned coffee morning for parents of Service children, as very few people were able to attend—we hope to re-arrange this opportunity. Mrs Dowell our Nurture Support Co-ordinator continues to see Service children and others requiring a little extra nurture support on a regular basis.

This week, there was another 'Anti-Bullying' assembly led by Mrs Barnes. This reinforced the messages that were given during a similar activity in Safety Week in November. Constant drip feeding of this important anti-bullying message is our way of ensuring our pupils understand what the term bullying means, are vigilant in spotting bullying if it were to occur and know what to do to help stop it.

GOAL C: PERSONAL DEVELOPMENT



Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. At JHSW we have recently been auditing our provision for this using the six 'Character Education' benchmarks. As part of the audit we are considering how we actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity. We are very aware that schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

GOAL D: LEADERSHIP & MANAGEMENT

As we approach the end of the financial year we are waiting for indicative budget figures for 2024-2025. Pupil numbers looked quite healthy on census day in October 2023 and as most of our funding is derived from this factor we are hoping for a prosperous new year.



We continue to explore possibilities relating to the Multi-Academy Trust agenda. This involves fact finding and information gathering in order for us to have a clear understanding of our options and the potential benefits and advantages of establishing our own Trust or joining a pre-existing one.

7. MISCELLANEOUS



Hampden Financial Services are proud to be offer Parents, Guardians and Staff of John Hampden School the opportunity to review their mortgage and also raise funds for John Hampden School.

For every mortgage completed via Hampden Financial Services, Hampden Financial Services will make a £50 donation to John Hampden School.

So whether you are looking to remortgage or move home please contact us via below and just mention John Hampden School when you make initial contact.

Phone – 07812 063256

Email - Jeff.harris@hampdenfs.co.uk

Feel free to check out our reviews on Facebook and google under Hampden Financial Services

Terms and Conditions are available on request

YOUR HOME MAY BE REPOSSESSED IF YOU DO NOT KEEP UP REPAYMENTS

ON YOUR MORTGAGE