



Allanson Street News

17th May 2024

Our value this month is:

Resilience



Reading

Please make sure you listen to your child read at least 3 times a week and record this in their reading records.

For those children not yet bringing a reading book home, please make sure you are reading to them as frequently as possible.

This Week's Highlights

In **Nursery**, we listened to the story "A squash and a squeeze", developing our story sequencing skills. We also developed our maths skills by exploring how many 'animals' could fit into different sized houses. The children worked in a group to plan what they would have on a farm and then later in the week, they used a variety of craft materials to create the farm from their plan. We were also thrilled to watch our butterflies be released into the garden! We hope to see them visit again.

In **Reception**, we have read the story The Three Little Pigs for our Drawing Club lessons. We talked about being healthy and why it is important to have a balanced diet then designed a healthy packed lunch for the wolf. We have begun looking at 2 digit ten numbers in maths and understanding that they are made of 1 ten and ones.

In **Year 1** we have researched what is needed to create a newspaper report. In science we explored trees and the purpose of leaves and roots. In maths we are now able to divide groups of objects by grouping and sharing. We have enjoyed our sessions with Lucy and have been busy practising our dance routine.

Year 2 have been working hard this week to complete their DT structures using the different joining techniques they have learnt. It has been so lovely to see their resilience as they have worked to overcome problems they have found in their designs and their kindness with helping each other to complete their structures.

In **Year 3** we visited St Peter's Church and really enjoyed our session there all about Pentecost. We also enjoyed looking around the graveyard at all the different rocks, compared how rocks have aged as part of our science topic. We have also started a new topic in English, all about Mary Anning, the great fossil collector.

In **Year 4** we have enjoyed beginning our new Spanish topic about the weather, continuing to develop our knowledge of decimals in Maths and planning then conducting our own scientific experiments to learn about the melting points of different substances.

In **Year 5**, we have enjoyed continuing to read our English novel Room 13. They have explored what impression they have of the characters we have met so far. In Maths, we have started our new position and Direction unit, we have so far looked at coordinates and translations. In History, we have carried out a historical enquiry

Year 6! We are so proud of you and all of the hard work you have put into preparing for your SATS this year. Have a wonderful weekend – you deserve it!

Dates for your diary

Tuesday 21st May- Key Stage 1 and 2 Sports Day

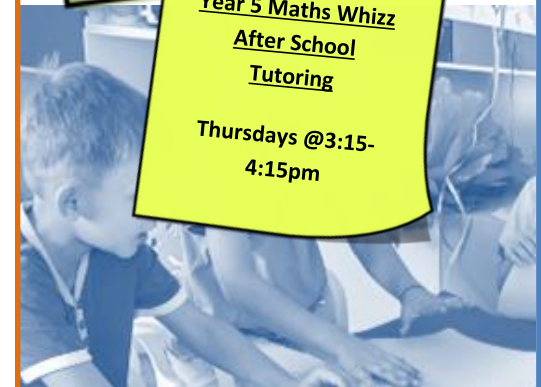
Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via Class Dojos.

Year 5 Maths Whizz
After School
Tutoring

Thursdays @3:15-
4:15pm



This Week's Value Stars!!

| | |
|--|---|
| Nursery: Esmae, Mason, Ollie, Savannah & Arlo T | Reception: Aoife C, Jaxson M, Lucas, Atlas |
| Year 1: Abigail, Roux | Year 4: Sonny G, Shay R, |
| Year 2: Harley F, Aisha M, Ruby-Ann MM, Erin Mc | Year 5: Gabriel, Charlie G, Harry and Sophia |
| Year 3: Amelia M, Alfie T, Imogen L, Layla S | Year 6: All of Year 6! |

Attendance

| | | |
|----------------------|----------------|------------------|
| Early Years – | Nursery am 95% | Nursery pm 91.2% |
| | RKL 94.4% | RMC 98% |
| KS1 – | Y1CS 91.1% | Y1TE 84.3% |
| | Y2GW 95.1% | Y2LB 92.4% |
| LKS2 – | Y3LA 96.2% | Y3LC 95% |
| | Y4MC 96.6% | Y4MM 94.6% |
| UKS2 – | Y5EK 95.1% | Y5NO 92% |
| | Y6JM 100% | Y6KK 100% |

(This week's winners are highlighted in yellow)

School Target:
96%

This Week's Learning at Home

Word of the Week:

Nursery – squash and squeeze

Year 3 – sediment

Reception – obliterate

Year 4 – grid reference

Year 1 – quarrel

Year 5 – tedious

Year 2 – chronological

Weekly Winners



Numbots. Nursery - Year 2: How many coins can you earn?

The highest number earned over the week will get 3 dojos. **Last week's winner= Paula B Y1**



Mathswhizz. Years 2-6: The class with the most time spent on MathsWhizz that week will get 3 dojos each. **Last week's winners= Y6KK**



Times Tables

Rockstars.

Years 3-6: Here are your group battles where the winning classes of these battles get 3 dojos each.

Last week's winners were =

Y4MC



17th May - 23 May 2024

Year 6

Year 5

Year 4

Year 3

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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