



St Catherine's C of E School

Executive Headteacher: Mrs Louise Hussey

Head of School: Ms Pippa Warner

Telephone: 01566 772198

Email: stcatherines@andaras.org

WEBSITE – www.stcatherinescofe.co.uk

St Catherine's Newsletter - Spring 2022 No.4

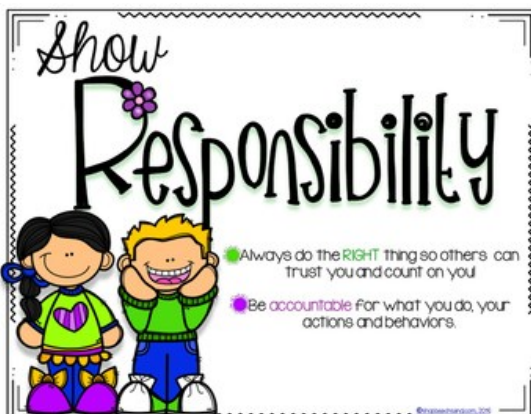
"At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society guided by our Christian principles."



Collective worship

This half-term we are exploring **"responsibility"** in our collective Worship.

This can be personal - how we treat those around us and contribute to our families and communities. Or it may be global - what we can do to make the world a safe, healthy and just world for all.



We believe that children are never too young to understand how they can show responsibility to those around them or that we are ever too old to ask if we are rising to the challenge of taking responsibility in our own lives!

Confirmed Diary Dates:

Academic Year 2021-2022

Spring 1st Half Term - Wednesday 5th January - Friday 18th February

Spring Half Term holiday - Monday 21st February - Friday 25th

Spring 2nd Half Term - Monday 28th February - Friday 8th April

Easter Holiday - Monday 11th April - Friday 22nd April

Summer 1st Half Term - Monday 25th April - Thursday 26th May

Early May Bank Holiday - Monday 2nd May

Summer Half Term Holiday - Friday 27th May - Monday 6th June

Summer 2nd Half Term - Tuesday 7th June - Friday 22nd July

Good attendance means...

Being in school at least 95% of the time or 180 to 190 days

365 days in a calendar year

175 days not in school!



Holidays During Term Time

Head Teachers are no longer able to authorise any holidays during term time for pupils

Permission for leave of absence will only be granted if there are exceptional circumstances

Please do not make any travel arrangements before speaking to school

Please be reminded we are unable to authorise any holidays unless there are genuinely exceptional circumstances.

Thank you for your support with this.

Values in Action Award

Reception: Renee - courage; Evie—courage; Railijs - courage.

Year One: Oriana-Courage; Lily-respect; Leia-generosity.

Year Two: Poppy-compassion; Georgia-responsibility; Tom-respect.

Year Three: Samantha-friendship; Rebeca-compassion; Martha-compassion.

Year Four: Keira-respect; Pippa-generosity; Everyone-courage in swimming!

Year Five: Freddie H-generosity; Brogan-compassion; Finlee-fairness.

Year Six: Toby-compassion; Alfie-respect; Sorina-respect.

Learners of the Week Award

Reception: Nahla-responsibility; Marnie-responsibility; Isabella-resilience.

Year One: Coen-responsibility; Louie-reflectiveness; Willow-resilience.

Year Two: Ethan-resilience; Eliza-resilience; Harper-resourcefulness.

Year Three: Cristian-responsibility; Piotr-reflectiveness; Tuscan-resilience.

Year Four: Lacey-resilience; Jasmine-responsibility; Everyone—resilience in swimming!

Year Five: Alexandra-responsibility; Roseanna-resilience; Louie-resourcefulness.

Year Six: Tommy-resilience; Tiffanie-resourcefulness; Ellierose-resilience.



Encouraging Early Reading skills

At St Catherine's we regularly review our procedures and processes to ensure that all our children get the highest quality of education we can provide. With this in mind we have reviewed our current phonics home reading procedure. Research suggests that when a child is being taught synthetic phonics as a skill for reading, the books they have access to should be fully decodable and should be read repetitively until fluent. What we want then is for all children to have complete success with their home reading books, consolidating their knowledge of the sounds they are learning at school and gaining confidence in blending these sounds.



How will the system work?

By the February half term, children in the infant classes (Foundation, year 1 and year 2) who are still being taught on the Read Write Inc phonics scheme will have a change of home reading books. On a **Monday** your child will be given a RWI "Book Bag Book." This matches the RWI book being taught in class, ensuring the words and content is similar.

For example:



Book being read in school



The corresponding story is sent home as the reading book.

Why? The green and red words in the book bag book is similar to the words being practiced in the class RWI book, thus improving fluency further.

On a **Thursday** the book bag books will be returned and a new school banded book will be provided. These books are the ones you are currently receiving. They have been banded to match the RWI sounds but are not fully decodable. We feel it is vital that children read books by different authors, of different structures and with different content to broaden their reading experiences.



Why Read Three Times?

Changing books only twice a week gives the children an opportunity to practice and explore the book in detail.

At home we encourage the idea of **“three with me”**.

The **first** read is for **Accuracy** - decode the words using phonic skills.

The **second** time the focus is on **Fluency** - read text confidently with little sounding.

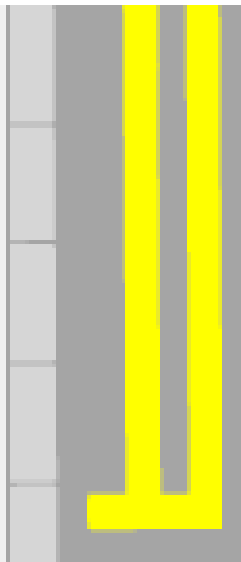
The **third** time you read the book focus on the **comprehension** questions - explore the meaning of the text and deepen understanding.

We believe a dedicated, consistent approach to early reading will give our children the best possible chance of becoming the confident, life-long readers they deserve to be.

Polite Reminder

Double Yellow
Lines

(No Waiting)



Please be responsible drivers when dropping and collecting your children — legally we are not allowed to park on double yellow lines and it can be very inconvenient to local residents. Thank you for your consideration.

Happy First Birthday Lovely Luna!

Our thoughts on Luna.....



Luna is so sweet! I was scared of her at first, but I am not now!

Rose Y2

Luna is a special dog. It would be sad without her.

Riley Y1

Luna is a soothing presence in our busy day!

KS1 TA

It's good to have a school dog. It would be sad without her.

Ivy EYFS2

Luna is always there for us if we are sad or don't want to come into school. She helps us to stay calm and we can be with her if we feel sad.

Leah Y4

You're the Boss Dog!
visitor

Luna has added an extra dimension to school. You can tell the children and staff all enjoy having her. She has become everyone's dog!

Mr H

Luna helps me to feel calm and come in better. We are good friends!

Aaron Y6

Luna licks us and is always calm and friendly. She makes me feel great!

Owen Y5

Luna makes everyone happy and joyful! You can have a cuddle with her!

Y3

I love her! I love her! I love her!

Ms R



Environmental Action at St Catherine's

At St Catherine's, we are busy working on projects focused on environmental issues.

We have a pupil Environmental Focus Group who have created litter picking teams, planted trees, set up composting projects and organised 'bike to school' weeks and scooter workshops.

Their most exciting project, however, is Bee Keeping. After winning the Cornwall Association of Primary Heads (CAPH) 'Think Big' competition, with their Bee Project proposal, two of our staff team - Nursery Manager Heather Bishop and School Secretary Jo Parish - have become trained bee keepers. We have a donated bee hive and a Queen Bee ordered for the spring.

The Bee Team have been busy fundraising for further equipment by creating beautiful bees' wax wraps to sell, which are great for the environment too! We hope to begin our bee keeping here at St Cath's by late spring.



Ocean Awareness. How can we help?



‘Climate action failure, extreme weather and biodiversity loss are the three most-severe risks for the world over the next decade’.

World Economic Forum, Davos 2022.

‘Human beings are the greatest problem-solvers our planet has ever known’ Sir David Attenborough, Davos 2019

This week’s challenge focuses on our oceans – they play a central role in regulating our Earth’s climate and influencing global weather patterns. Despite their immensity - covering 71% of our planet - they are struggling with the impacts of climate change, as well as overfishing and plastic pollution.

Our oceans also offer many solutions – it is estimated that they annually absorb a quarter of global carbon emissions, and ‘Blue Carbon’ projects – protecting, restoring and promoting seagrass meadows, mangrove swamps and salt marshes, could help it absorb even more. Entrepreneurs are turning their hands to the problem – for example – converting retrieved marine plastics into fishing equipment and kayaks, or creating biofuel out of seaweed.

Young Climate Warriors are encouraged to learn about our magnificent oceans, including some of these pioneering projects, and to help reduce their household plastic ‘consumption’.

This week's
challenge
28th Jan



Remember to
Hit the RED BUTTON -
CHALLENGE COMPLETED!



Oceans are suffering the impacts of climate change.
Our oceans also offer **MANY SOLUTIONS**.
To combat climate change we need to ‘think outside the box’, be problem solvers and pioneers.
Learn about blue carbon and a pioneering **UK** seagrass project, and an entrepreneurial marine plastic project.
Reduce your household plastics this week – bottles, fruit and veg packaging?

Child Safety Online:

A practical guide for parents and carers whose children are using social media

Social networking is hugely popular. Many young people are sophisticated in the way they use social media apps and websites, tailoring their communication for different audiences, and accessing them from a range of devices including smartphones, tablets, and games consoles.

But social media, like all forms of public communication, comes with some risks. Not all of these risks turn into actual problems; and if children never face any risks, they never learn how to deal with them. By helping your child understand what the risks are, you can play a big part in preventing them from turning into problems.

Why children use social media



Understand the risks children may need to deal with

What they could see or do:

- Seeing or sharing of violent, sexual and pornographic content
- Inaccurate or false information and extreme views
- Promotion of harmful behaviours including self-harm, anorexia and suicide
- Over-sharing of personal information
- Actively or unintentionally getting involved in bullying or hurtful behaviour

Who they might meet:

- People who might bully, intimidate or frighten
- People posing behind fake profiles for:
 - Mischief-making
 - Sexual grooming and stalking
 - Blackmail and extortion
 - Identity theft and hacking

How this could affect them

- Fear of missing out leading to excessive use or exaggeration
- Getting upset by things they have seen and being uncertain about what to do
- Engaging, or being pressured into engaging in more risky behaviour either by accident or by design
- Developing unrealistic, and perhaps depressing ideals of body image and gender
- Becoming subject to peer pressure or interactions that are intense or too difficult to handle
- Creating an online reputation that may create problems for them in the future

Practical tips to help minimise the risks your child might face

It's good practice for apps and websites to have safety advice and well-designed safety features which can make a real difference to how safe your child will be when using them.

Work through safety and privacy features on the apps that your child is using, or might use. Make sure they understand the point of these and how to use them. Don't be put off by believing your child knows more than you: the tools are actually quite easy to manage.

- **Ask them to show you** which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.
- **Explain** how you can use privacy settings to make sure only approved friends can see posts & images.
- **Check if any of their apps have 'geo-location'** enabled, sharing their location unintentionally.
- **Show them how to report offensive comments** or block people who upset them.
- **Check 'tagging' settings** so that when others are posting or sharing photos online, your child's identity is not revealed. Also, get people's consent before sharing photos.
- Encourage your child to **come and talk to you** if they see anything that upsets them.

Keep talking and stay involved

In a mobile age, children can't be completely protected, even by the best privacy controls; another child may use different settings. So it's important to keep talking to your child about the implications of social media. Getting a sense of what they think is a useful place to start; you may be surprised by how much thought they may have given to the issues.

Encourage your child to think carefully about the way they, and others behave online, and how they might deal with difficult situations.

- People may **not always be who they say they are** online: how can this create problems?
- Why is it **unwise to meet** anyone in the real world that you've only ever met online?
- Even if you think your messages are private, remember that words and images can always be **captured and broadcast**.
- People **present themselves differently online** - do they really look like that? Are they always having that good a time?
- Be aware that screens, and especially being anonymous, can lead people to say things they **wouldn't say to someone's face**.
- What does **being a good friend and a likeable person** online look like?
- There can be **pressure to be part of a particular group** online or to be seen to be **following a certain set of ideas**. How can you take a step back and make your own decisions?

For more information

You can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to your children at:

- www.childnet.com/sns
- www.internetmatters.org
- www.nspcc.org.uk/onlinesafety
- www.parentzone.org.uk
- www.thinkyouknow.co.uk/parents
- www.askaboutgames.com

To make a report

Concerned about online grooming or sexual behaviour online? Contact CEOP: www.ceop.police.uk

If you stumble across criminal sexual or obscene content on the internet you should report it to the Internet Watch Foundation: www.iwf.org.uk

Spring Term 2022

I was going to welcome everyone to the new year, but we are already making swift progress into 2022!

Naturally we all have high hopes for a more positive and trouble-free year, but we know life is rarely that straightforward, particularly with Covid still an ongoing complication to contend with.

Regardless of any eventualities we will continue to be the happy, compassionate, aspirational community we always are and work together to provide the very best education and care to all the amazing children we have the great joy to teach.

We remain very grateful as always to the vital contribution our families make in achieving this goal.

Pippa Warner Head of School February 2022

