

# Hannah More Primary School Newsletter

## 25th November 2022



Hello

It has been another busy week here at Hannah More. The week has ended with 'We the Curious' taking over, offering exciting workshops linked to the curriculum and bringing interesting experiments for children to try out. I was actually at a leadership training event around race equality this morning. Hannah More is a wonderfully diverse community but I am keen to explore areas such as curriculum decolonisation, creating a culture of belonging and promoting a more diverse workforce. The ultimate goal has to be to eliminate any racial discrimination.

Children have been completing assessments so that we can gather information about how well they are moving through the curriculum and what we can do to help them. Assessments can be a favourite for some children and a tricky time for others. Talk to your children about them. If they have found something difficult, why might that be and how can you help them at home? I am always telling the children that true learning often takes place when we make mistakes and then learn from them. That is certainly true when it comes to being a new Headteacher!

I have included a one-page document in the newsletter that gives you some information about our school priorities. These priorities are all the areas that school leaders will be focused on. These are reported to governors so that they can question and challenge me and Mrs Barbour, in order to ensure that we are moving things forward. It is important for parents to know which areas we are trying to improve as a school. The priorities are set out in the categories that Ofsted use when they inspect schools.

Have a restful weekend.

Mr Hawkins



**Reception Nativity Performance**  
**for parents and carers**  
**Wednesday 7th December**  
**@ 2pm**

### REMEMBER - INSET DAY – TUESDAY 3RD JANUARY 2023

*We will be looking at our behaviour policy and the belonging strategy for Bristol (see link below). We are keen to involve parents and will be looking at ways that we can offer some childcare during the day so that parents can come and be involved.*

[https://www.bristolonecity.com/wp-content/uploads/2021/10/3-Belonging-Strategy-Belonging-in-Education\\_weba\\_v2.pdf](https://www.bristolonecity.com/wp-content/uploads/2021/10/3-Belonging-Strategy-Belonging-in-Education_weba_v2.pdf)

# SUPERKIDS!

**Lavender: Abdelrouf**

**Year 1: Saqif**

**Year 2: Roaa**

**Year 3: Eliza and Manal**

**Year 4: Juelz**

**Year 5: Samsam and Rohaan**

**Year 6: Afnan and Ammar**



This week the children worked hard as mathematicians completing **LAVENDER** their maths assessments. In English they explored different verbs instead of 'said', coming up with their own sentences that include speech and a verb in place of 'said'. Please read with your child and practise your spellings: old, cold, gold, hold, told.

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**YEAR 1** This week we worked in groups to make toy cars. We learnt that to move, wheel need to be on an axle which should be positioned at the bottom of the car's body. We also learnt about the properties of 3D shapes. We find it hard to remember our full stops and capital letters - when you write with your child, help them to remember to use capital letters at the beginning of sentences and names, and to use full stops. When you read with your child, notice the capital letters and full stops.

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**Year 2** Year 2 were busy with assessments in reading, writing and maths. Their teachers are very proud of their effort. We also enjoyed working with Travelling Light and learnt about the human body. Please read with you child 5 times a week. Practise counting forwards and backwards from 100. Practise adding 2 digit and 2 digit numbers e.g.  $36 + 27$ , using the partition method.

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**YEAR 3** The children worked incredibly hard during testing week. We carried on practising our times tables, especially our 3s and had a fantastic fossil workshop on Friday! Please read with your child 5 times a week. Learn the 2, 3 and 5 times table facts out of order. Encourage your child to write a story, poem, recipe or instructions!

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**Year 4** This week we were busy testing our mathematical knowledge through a series of challenging, comprehensive tests! As authors, we finished our Stone Age stories and published the final edited version. In our enquiry we studied vertebrates and invertebrates while also looking at habitats and adaptations . At home practise the 12 times tables, drawing on our knowledge of the 10 times tables and 2 times tables.

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**YEAR 5** This week Year 5 did their first formal assessments of the year. Children worked really hard. As authors we started to plan our own play scripts based on 'Street Child'. Rehearsals for Oliver continued. At home help your child with their homework and spellings ready for our Monday test.

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**Year 6** This week we explored how the human body works. We explored the digestive system, and also created experiments to show what happens to the body when we exercise. In writing, we created tense stories and described a villain from our story 'Wolf Wilder'. At home please make sure your child has completed their homework, ready to be handed in on Tuesday.

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## TIPS FOR SAVING SAFELY THIS WINTER...



This Winter, Avon Fire & Rescue Service (AF&RS) wants to help you save money safely when cutting costs in response to the rising cost of living.

If you're thinking of doing things differently at home to bring down the price of energy bills, it's important to remember to do so safely.

<https://www.avonfire.gov.uk/safety-advice/seasonal-safety/winter/save-safely>

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**E-SAFETY WORKSHOP FOR  
PARENTS & CARERS  
WEDNESDAY 25TH JANUARY  
2PM-3PM  
IN THE COMMUNITY ROOM**

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November 2022

# Bristol's Clean Air Zone

## Community toolkit

Use this toolkit to share information about how the Clean Air Zone works and help make the air we breathe cleaner.



[www.bristol.gov.uk/files/documents/2659-bristol-clean-air-zone-community-toolkit/file](http://www.bristol.gov.uk/files/documents/2659-bristol-clean-air-zone-community-toolkit/file)



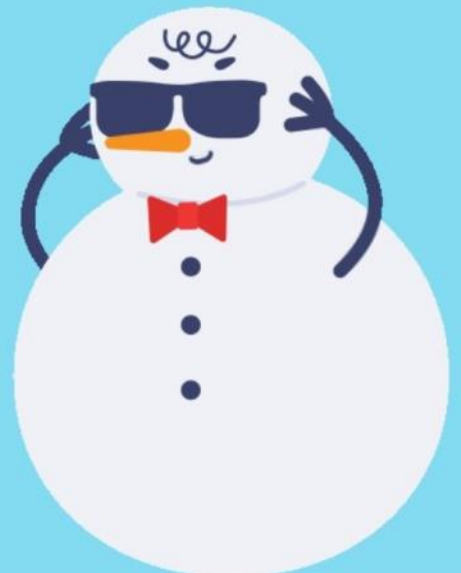
# winter DISCO

**THURSDAY 8 DECEMBER**  
**3:15PM - 5:30PM**

**FREE ENTRY!**

thanks to the money raised by the Pta

**DJ AND**  
**TUCK SHOP!**  
**PLEASE BRING CHANGE**  
**FOR TUCK SHOP**



# WHAT IS DISCORD? A GUIDE FOR PARENTS AND CARERS



At Hannah More we are hearing an increasing number of pupils (particularly upper KS2) discussing their use of Discord at home.

*So what is it?*

Released in 2015, Discord is an instant messaging social platform. This means that you can communicate with other users through the app. According to [Discord's Terms of Service](#) users must be at least 13 years old, however the app store and Google Play Store have rated Discord as suitable for “teens/aged 17+”. This suggests it is **not appropriate** for primary school aged children.

*What are the dangers?*

The app was originally created as a means of communication when playing games but is also used as a site for various servers and discussion forums. Some of these forums share extreme views and contain extremely inappropriate content. These are often labelled as ‘NSFW’. A number of discord servers have been linked to child exploitation, find out more information about that [here](#). Discord has moderators, although discussions are not always moderated in ‘real time’, therefore it is very possible to come across inappropriate or dangerous content.

To read more about Discord, click [here](#) for the NSPCC parent guide.

# Craft and Chat!



**THURSDAYS 9AM-11AM  
IN THE COMMUNITY ROOM**

**Come along to our sessions to try out some new crafts and take home activities to do with your children.**

**Refreshments provided.**

**Open session - no need to book, just come along!**

**COLOURFUL MINDS**



# Hannah More School Priorities



## Hannah More Primary School

### Leadership and Management

- Ensure that LSAs (learning support assistants) get professional development opportunities.
- To give governors more knowledge of school priorities and how we are performing against them.
- To ensure that classroom monitoring is robust and informing performance management and professional development for teachers.

### Quality of teaching, Learning and Assessment

- To ensure that the reading and writing curriculum are embedded and staff feel confident to deliver them.
- To embed the SEN curriculum in Maths and English and ensure children are making consistently good progress.
- To create full documents showing Intent, Implementation and Impact for every subject.

### Personal development, behaviour and welfare

- To adopt the Belonging strategy and review and develop the behaviour policy with staff, parents and governors.
- To ensure a child friendly behaviour policy is created and embedded.
- To create a Hannah More approach to learning attitudes and behaviours.
- School parliament to make key decisions about the running of the school.

### Outcomes

- To ensure that children from low-income families are making consistently good progress.
- To improve outcomes in KS2 SATs in all areas.
- To improve outcomes in KS1 SATs in all areas.
- To use post-assessment action plans to identify children that need targeted intervention and support.

### Effectiveness of early Years provision

- To develop the outside area to ensure purposeful learning can take place.
- To provide training for Reception and Year 1 staff around play based learning and quality interactions with children.
- To ensure that Year 1 curriculum allows children to practise new skills through a play-based curriculum.

# **Hannah More School Parent/Carer code of conduct**

**This Code of Conduct is an unsigned expectation between Parents, Carers, Visitors and Hannah More Primary School.**

At Hannah More School our dedicated and supportive staff, governors, parents and carers all recognise that the education of our children is a partnership between us. We welcome and encourage parents and carers to participate fully in the life of our school; these positive relationships are essential for our children's education and for our own personal well-being.

With relationships at the heart of our school, our core values are Respect, Determination, Openness, Enjoyment and Nurture. We expect all members of our school community to respect differences and act honourably towards each other and show respect to our school site and members of the public.

This code seeks community agreement with these values. Below it also clarifies ways in which our values are not met, and explains what happens next.

## **Acts that go against our school values:**

Using offensive language or aggression towards others.

Showing physical, verbal or written aggression towards a member of staff, visitor, fellow parent, carer or child. This includes physical punishment of your own child on school grounds.

Approaching someone else's child in order to chastise them because of their actions.

Damaging or vandalising school property.

Sending abusive or threatening emails, text, phone messages or other written communications to anyone within the school community.

Making defamatory or offensive comments regarding the school or any of the pupils, parents, staff, governors at the school on social media or other online settings. Further online activity which we consider inappropriate is in our online safety policy. Please 'Think before you post'.

Taking illegal drugs, or the consumption of alcohol, smoking and vaping on school premises.

Bringing dogs within the school gates without prior arrangement, other than guide dogs.

## **When things go wrong:**

We acknowledge that misunderstandings can cause frustrations and have a negative impact on our relationships. As with our children, we are committed to resolving differences in a constructive manner, through open and positive dialogue.

### **The community is encouraged to:**

1. Contact the class teacher.
2. If the concern remains, contact the Headteacher.
3. If still unresolved, contact the school governors through the complaints procedure available on the school website or from the office.

### **The school will:**

1. Invite the member of the community to a meeting to find a way to forward. If the parent/carers refuses to attend the meeting then the school will write and ask them to stop the behaviour causing the concern and warn that if they do not they may be banned from the school premises. If this behaviour continues, the parent/carers will again be written to and informed that a ban is now in place (See 2.)
2. If in the meeting there is concern that the behaviour may occur again, the school will ban the adult from the school premises. A ban from the school also can be introduced without a meeting in more serious cases. If this ban is broken, or if the original action has broken the law, the school may hand the matter to the appropriate authorities, such as the police.

*After a given time, the ban will be reviewed and a reflective process will begin to review the ban and reintegrate the parents concerned.*

Thank you for abiding by this code in our school. Together we create a positive, safe, value driven

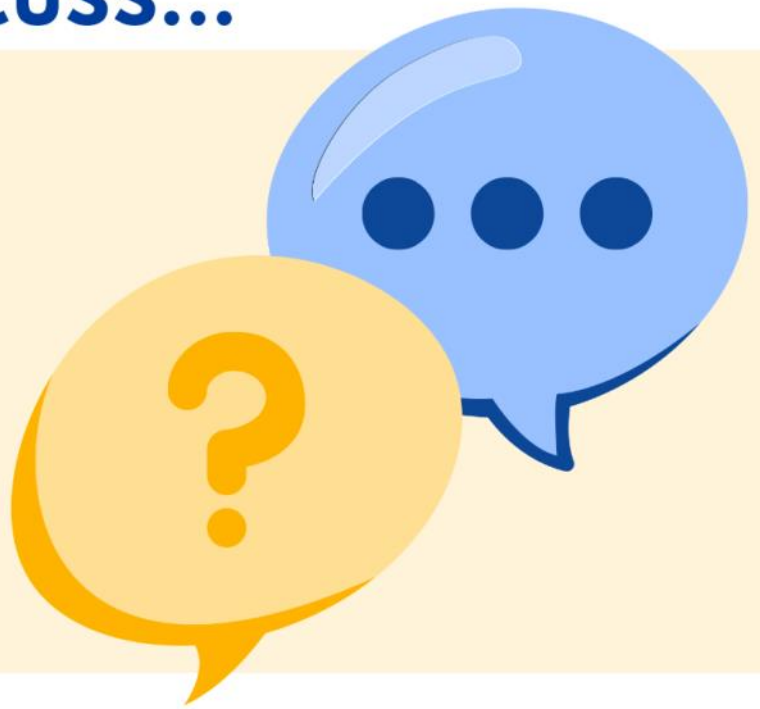


# **DROP-IN SESSION** for new and local community groups in Bristol

Meet with a Development Advisor from **Voscur**, Bristol's support and development agency for voluntary and community groups.

## **COME AND DISCUSS...**

- Your ideas
- Getting started
- Training
- Governance
- Challenges
- Volunteers
- Funding
- And more!



## **NEXT SESSION:**

**Tues 13th Dec 2022, 1:30-3pm**  
**at The Vassall Centre Café, Fishponds**

With Dan Lewin (Bristol City Council Community Development)



Can't attend this session, but want support?  
Email [info@voscur.org](mailto:info@voscur.org)  
or call **0117 909 9949**