



# The Parish Post

**9th May 2022**

Welcome to our newsletter 'The Parish Post'.

The focus will be to share aspects of the children's learning journeys each week across the different Phases and Year Groups. This may be subject specific or across the curriculum. We will also celebrate 'proud moments' across school alongside sharing general updates with parents/carers - #proudtobeParish.

We are keen to receive any feedback regarding your thoughts and also with regards to the content you would like to see included each week. Please get in touch at [feedback@spaldingparish.lincs.sch.uk](mailto:feedback@spaldingparish.lincs.sch.uk).

***At the heart of our diverse community, striving for excellence, enabling all to achieve their highest potential.***

*'Start by doing what's necessary, then do what's possible; and suddenly you are doing the impossible.'*

In this week's Parish Post



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- **General Updates**
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- **Community Corner**
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- **Phase Learning Journeys**
- **Diary Dates**
- **And Finally...**

## General Updates



### COVID Update

**From 1st April 2022 the guidance around COVID and testing has been amended, as was previously outlined on the COVID road map and our transition into 'Living with COVID'.**

Covid is now specifically referenced in the guidance around the control of infectious diseases and there is no separate COVID guidance. Section 3 is related to management of infectious diseases, COVID being detailed within the section about Respiratory Infections. Section 4 of this guidance references actions to be taken should there be an 'outbreak'.

For ease, the link to the document is below with the guidance being as follows.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-3-public-health-management-of-specific-infectious-diseases>

Essentially – COVID will be treated as we would any other infectious illness. Staff and children will be encouraged to stay at home if they are unwell. Where there is a positive COVID test, the timescales as below are advised:

- 5 days for staff and
- 3 days for pupils.

Further to the above, children/staff with a temperature, should not return to work/school whilst they still have a temperature, but can return with mild cold symptoms and if they are otherwise well enough to be at work/school.

As we move into this phase we do still need to be cautious as we are aware that the number of COVID cases were increasing prior to the Easter Break.

**There is no longer a legal requirement for us to specifically reference COVID control measures in risk assessment but as above, we are still strongly encouraging good ventilation, encouraging and enabling vaccination, frequent hand washing and robust cleaning routines etc. These are important measures to stop the spread of any potentially infectious disease.**

We will review this stance into the new term and considering the latest guidance around reducing the spread of respiratory infections in the workplace. The NHS has updated new symptoms of COVID as below:

- a high temperature or shivering (chills) – a high temperature means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours
- a loss or change to your sense of smell or taste
- shortness of breath
- feeling tired or exhausted
- an aching body
- a headache
- a sore throat
- a blocked or runny nose
- loss of appetite
- diarrhoea
- feeling sick or being sick

If you do have any questions or queries, please do not hesitate to get in touch.

#### **Start and End of Day Routines - Reminder from last week**

As a result of seeing a significant increase in the number of pupils who are arriving late, we wanted to share again our start and end of routines. The children's learning time does start as soon as they are in the classroom and as such if they are late for school, even only a couple of minutes, this can have an impact, especially if it is happening more than once. As such we would really ask for your support in ensuring pupils are here for the start of the school day, even if it does just mean leaving home a couple of minutes sooner.

**FS2: Start of Day 8.50am (doors open from 8.40am)                      End of Day 3.10pm**

**KS1: Start of Day 8.50am (doors open from 8.40am)                      End of Day 3.10pm**

**KS2: Start of Day 8.45am (doors open from 8.35am)                      End of Day 3.20pm**

The gates will open at 8.30am on a morning to allow time to get onto site ready for doors opening at 8.35am (KS2) and close at 8.55am. Similarly the gates at the end of the day will open at 3.05pm ready for end of day at 3.10pm (KS1) and close at 3.30pm.

If you do come onto the site early to collect your child please be courteous and stand away from the classroom windows and doors as pupils will still be learning until the end of the school day.

Thank you for your continued support - it is very much appreciated.

If we could also please ask that school equipment, including the gym equipment on the playgrounds, is not used at the beginning or end of the day. We appreciate that this is very tempting but use

needs to be supervised by school adults so if you could please ensure your children do not use. This will ensure that pupils and families are able to stay safe.



### **Attendance - a further reminder**

As we continue the return towards normality, attendance continues to be closely monitored, particularly given current absences.

Please remember if your child is unwell and unable to attend school, you should inform school by 9.30am that day in line with our school procedures. Please contact school on each day of absence unless otherwise agreed.

Also please remember that routine dental and medical appointments should not be made during school time. It is preferable and much more beneficial for pupils if appointments can be made either at the end of the school day or during school holidays. If you do have to make an appointment for during the school day, and we do appreciate that there are times when this may be necessary, please bring the appointment letter to the school office. Without this letter the absence will not be authorised.

Current Government regulations mean that absence from school can only be authorised for “exceptional circumstances” for which there is very clear established criteria, again set by the Government. It is therefore highly unlikely that time off school will be authorised during term time.

Requests for term time absence, for any reason, must be made at least 10 days before the absence, except in emergencies, by booking a telephone appointment with a member of the Senior Leadership Team.

Should an appointment not be made, and in line with our safeguarding procedures and Government regulations, we will contact you with regards to your child’s absence in order to clarify fully the reasons for absence. Your child’s education is our primary focus and given the extensive research proving a direct link between good attendance and good outcomes, alongside the national attendance guidance for schools, we do follow all absences up. This is not about singling anybody out but simply carrying out our statutory duty as a school and as such I would ask for your support in communicating with us in a positive way. Thank you in anticipation of your continued support.



## **Safeguarding**

Safeguarding is an important part of our work with children and young adults so we will keep this reminder in each edition of the Parish Post. Safeguarding is the responsibility of all of us.

If you have concerns about the safety of any child, please let somebody know.

Diane Mulley and Emily Hill are the designated safeguarding officers within the school. Similarly if you do require any support, please do not hesitate to get in touch.



## **A couple of reminders...**

### **Parent Forum**

As part of developing our links with parents/carers we are in the process of establishing a Parent Forum.

This will be a partnership between parents/carers and school to share ideas, views, concerns and make suggestions for improvement.

The Forum will be led by the members of the school leadership team and our intention is that the Forum reflects the diverse nature of our community.

If you are interested in being part of our Parent Forum, please complete the following survey or contact us via [feedback@spaldingparish.lincs.sch.uk](mailto:feedback@spaldingparish.lincs.sch.uk) to express an interest or for further information.

<https://forms.office.com/Pages/ResponsePage.aspx?id=7nribvVZgU-zhewTps8MxK50J1WTNZ5Mm-BzMrzc6ulUNIVIWkVFVEZHNDRBTISMUxNTURFM1hCVi4u>



### **School Uniform**

As we head into the summer months, a reminder for parents/carers of expectations regarding school uniform. We are all very proud of our school uniform and as such, we would ask for the support of parents/carers in ensuring correct uniform is worn.

Our school uniform supplier is Nationwide School Uniforms and uniform can be ordered and paid for on-line; we do not hold any stock in school. The link to the website is below, you will then need to search for Spalding Parish to access the uniform.

<http://www.nationwideschooluniforms.co.uk/index.php?route=product/search&keyword=spa>

If you order uniform by the third Monday of the month the uniform will be delivered to school in the last week of the month, free of charge. If you wish to have the uniform delivered to your home address you can pay postage and it will be delivered shortly afterwards, or you can pick it up from the suppliers' shop in Spilsby.

### **Boys and Girls**

Purple Sweatshirt or Cardigan

Purple or White Polo Shirt

Grey Trousers, Dress or Skirt

Purple, Red or Yellow Gingham Summer Dress

Plain Grey, Black or White Socks or Tights

Flat Black Shoes - No trainers or heels

No nail varnish

Jewellery – only stud earrings or small objects of religious significance (these must be removed on PE days).

All items to be clearly named.



**PE KIT**

Navy Blue/ Black Shorts

Purple T-Shirt



Tracksuit

Plimsolls or Trainers

***No earrings or jewellery to be worn on PE days***

Please support children to be independent when getting changed. Ensure they can recognise their name and items of clothing.

For the time being pupils are still asked to wear PE kit on their PE days (see below for details). We have maintained this to maximise learning time in this area. However, PE kit worn on these days should be in line with our PE kit expectations. Should this not be the case a member of staff will speak to you with regards to this.

Again, we would please ask that all parents/carers ensure pupils are wearing appropriate uniform colours and not anything other than those stated above. Please also ensure no logoed items as these are not in line with our uniform expectations and so should not be worn.

	INDOORS	OUTDOORS
<b>FS2</b>		Thursday
<b>Year 1</b>	Friday	Wednesday
<b>Year 2</b>	Thursday	Tuesday
<b>Year 3</b>	Wednesday	Thursday
<b>Year 4</b>	Monday	Wednesday
<b>Year 5</b>	Wednesday	Tuesday
<b>Year 6</b>	Friday	Wednesday



## Curriculum Corner

### Key Stage 1 and Key Stage 2 Statutory Assessments

Just a quick update re the Key Stage 1 and Key Stage 2 assessments. The Key Stage 2 assessments will be completed by Thursday 12th May whilst the Key Stage 1 ones will take place during the week's beginning 16th and 23rd May.

We are all super proud of all of the children in school but particularly in relation to Year 2 and Year 6. The children have all been working really hard to show their understanding of their learning during their time in school. This is fantastic to see!

We also know that this is only part of the picture and whilst the assessments show what the children can do academically they do not showcase all of their individual talents and abilities. They also do not show how wonderful, compassionate, kind and considerate they are. However, we are lucky enough to experience this every day and look forward to this continuing throughout the academic year.



### And finally, let's pause for thought... ...the importance of !

A philosophy professor once stood up before his class with a large empty mayonnaise jar. He filled the jar to the top with large rocks and asked his students if the jar was full.

His students all agreed the jar was full.

He then added small pebbles to the jar, and gave the jar a bit of a shake so the pebbles could disperse themselves among the larger rocks. Then he asked again, "Is the jar full now?"

The students agreed that the jar was still full.

The professor then poured sand into the jar to fill up all the remaining empty space.

The students then agreed again that the jar was full.

### The Metaphor:

In this story, the jar represents your life and the rocks, pebbles, and sand are the things that fill up your life.

The rocks represent the most important projects and things you have going on, such as spending time with your family and maintaining proper health. This means that if the pebbles and the sand were lost, the jar would still be full and your life would still have meaning.

The pebbles represent the things in your life that matter, but that you could live without.

The pebbles are certainly things that give your life meaning (such as your job, house, hobbies, and friendships), but they are not critical for you to have a meaningful life.

These things often come and go, and are not permanent or essential to your overall well-being.

Finally, the sand represents the remaining filler things in your life, and material possessions. This could be small things such as watching television, enjoying a hobby or running errands.

These things don't mean much to your life as a whole, and are likely only done to pass time or get small tasks accomplished.

**The Moral:**

The metaphor here is that if you start with putting sand into the jar, you will not have room for rocks or pebbles.

This holds true with the things you let into your life. If you spend all of your time on the small and insignificant things, you will run out of room for the things that are actually important.

In order to have a more effective and efficient life, pay attention to the “rocks,” because they are critical to your well being.



**A date for your diaries...**

As you will no doubt be aware 2022 is the Platinum Jubilee for Queen Elizabeth II marking her 70th year on the throne. Whilst national celebrations are planned for the beginning of June, during our next term break, we intend to hold a celebration in school during the last week of this term. Further details will follow however we just wanted to make our families aware of our plans. We felt it only right to celebrate such a momentous and significant occasion.

We have also been asked to be part of the Flower Festival at the Church as part of their Jubilee Celebrations and will be putting together a display for this. The school choir has also been asked to participate in this event so if your child is part of the choir and is able to attend this would be very much appreciated.



## Local Council Update



### Local Council

Our next article from the Local Council is from Reverend Aileen Workman.

#### Reverend Aileen Workman

I have been enjoying Collective Worship in school on a Wednesday since the beginning of Term 4. It is lovely to be with the children and staff again. Seeing the whole school together after such a long time was quite emotional on my first visit.

This term we have been learning together about forgiveness. Talking about Jesus and his forgiveness for his disciples helped us understand that his forgiveness comes from his great love for us all. We try to follow his example. Hearing about Zacchaeus was fun as well as helpful to our understanding - especially hearing this story read as a rhyme from a new book Mrs. Hearth brought in to share.

The school corridors are very interesting and colourful. I particularly like the 'bubbles' with questions that are dotted about. They are thought provoking. Here are some examples: ***'Which is important: being right or being nice?'***, ***'Where does the sky start?'*** ***'Is it ever possible to learn nothing?'*** ***'Is there more happiness or sadness in the world?'*** Enjoy pondering!



## Online Safety Update



A regular addition to our weekly Parish Post is the Online Safety Update. Each week we will post some tips and suggestions just to support keeping children safe online. For this we will also share key tips from National Online Safety and their Wake Up Wednesday materials. If you do want any further details with regards to this or would like any further support please speak to your child's class teacher or a member of the Senior Leadership Team.

### **Loneliness Online**

Two-thirds of the world uses the internet - so how can we ever feel lonely online? In support of Mental Health Awareness Week, we've compiled young people's thoughts on online loneliness in a special #WakeUpWednesday guide.

[https://nationalonlinesafety.com/guides/loneliness-online?utm\\_source=twitter&utm\\_campaign=nos-wakeupwednesday-lonelinessmhweek](https://nationalonlinesafety.com/guides/loneliness-online?utm_source=twitter&utm_campaign=nos-wakeupwednesday-lonelinessmhweek)

## Online Safety

As you will be aware online safety is an area that continues to be high profile across school. During Term 3 we did hold a number of sessions for parents/carers to help support with online safety at home. However recently we do seem to have an increasing number of online concerns, primarily around social media, being reported.

As such we would like to take this opportunity to offer further sessions for parents/carers should there be the interest. If you are interested please contact us via [feedback@spaldingparish.lincs.sch.uk](mailto:feedback@spaldingparish.lincs.sch.uk) stating your preference for a session, either during the school day or in an evening.



## Community Corner



With the continued relaxation and removal of restrictions, life is slowly but surely returning to normal. This includes activities within the school but also activities within the local community.

As such, via the Community Corner, we will aim to share different activities/events happening within the local community that may be of interest to pupils and families of Spalding Parish.

If you do know of any community activities or are a leader or a helper at a community club, please get in touch and we can then share this through our Community Corner.



## Weekly Awards



### **Head Teacher Awards**

Each week pupils in school are nominated for Head Teacher Awards celebrating their achievements be it academic success, sporting success, fantastic manners, role model behaviour or indeed anything else worthy of note. Well done to all award winners!

**FS2:** Isabella V (FS2LM), Kalin (FS2LH), Rodrigo (FS2Y1AC)

**Year 1:** Zi Wen and Elena (Y1EW), Arianna (Y1HH)

**Year 2:** Tyler (Y2AR), Evie-Mae (Y2DN), Jessica and Edward (Y2SD)

**Year 3:** Carly-May (Y3EP), Lola (Y3NPSE), Ranell (Y3SH)

**Year 4:** Zuzanna (Y4CH), Petal (Y4RW)



**Year 5:** Daria (Y5EW), Karolis (Y5IN), Aureja (Y5KB)

**Year 6:** Leigh Anna (Y6AS), Coby (Y6CC), Katy (Y6KR)



### **Attendance Awards**

Attendance and punctuality are attributes that are essential as children grow up and this is the time of their lives when they learn them.

A number of weekly and termly incentives and awards are in place to reward pupils who attend regularly and who are punctual for school at the start of the school day. Our weekly attendance awards celebrate the class with the highest attendance in each Phase.

**FS2:** FS2LH (97.1%) - FS2LH are our best attenders for 4th week running, well done!

**KS1:** Y2AR(97.9%) – New winners in KS1 with Y2AR highest this week!

**LKS2:** Y3NPSE (99.1%) – Highest in LKS2 and in school this week for Y3NPSE, brilliant!

**UKS2:** Y5IN (98.8%) – Y5IN are the winners in UKS2 this week, fantastic!

**School:** 95.6% - An increase of 0.7% this week, well done. Still some work to do to hit the Government target of 97.0%. Let's keep trying.



## **House Points**

Each week pupils are awarded house points as a reward, with a weekly winner from our 6 SPCEDS House Teams:

**Spiritual Solvers**

**Positive Promoters**

**Challenging Challengers**

**Exciting Experts**

**Dynamic Dynamos**

**Supportive Supporters.**

This week's winners are **Dynamic Dynamos with 654 points.**



## Phase Learning Journeys



### Key Stage 1

We're back in Year 2 this week to hear all about their learning over the last fortnight.

### Year 2

This week Year 2 having been looking at planning and writing non-fiction texts about their own dragons.

First we used our imagination to draw our own dragons, before discussing and writing sentences about what they look like, where they live, what they eat and what they do.

We will then use these ideas to write a non-chronological report about our dragons.





## **Lower Key Stage 2**

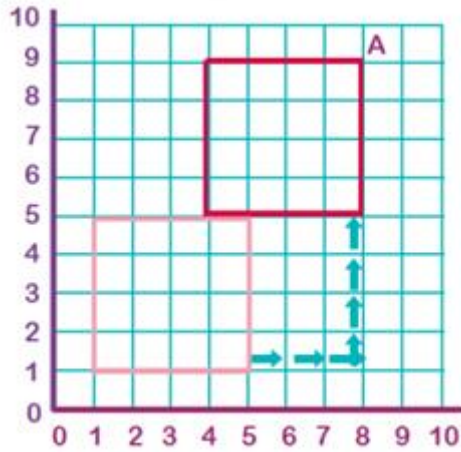
A week in focus for Year 4 this week.

### **Year 4**

Year 4 are really enjoying our music lessons where we are learning to play pitched instruments such as chimebars and glockenspiels. We have learned to play Don't stop Believin' by Journey.



In Maths we are getting ready for the Multiplication Check in a couple of weeks time. We have been practicing hard in school. We have also been learning about position and direction and have enjoyed our learning on coordinates. Our teachers have been very impressed with our ability to translate shapes.



In English we became teachers! We wrote explanation texts about the water cycle, then used these to teach a lesson on it to Year 3. Some of the Year 3 staff said we were very professional!

**Hydrology**

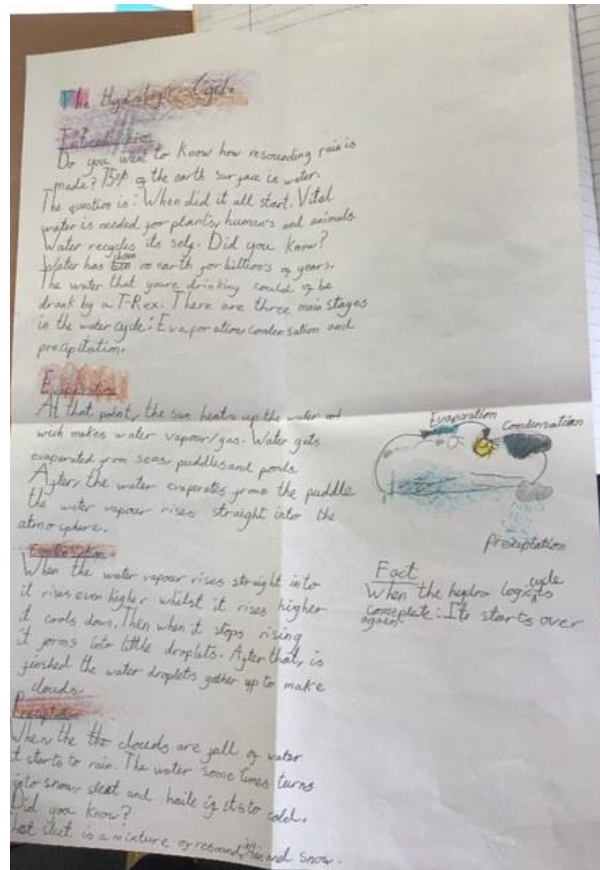
What is Hydrology? We all know that three quarters of the earth is water. The question is: Where does it all come from? Water has been here for billions of years so right now you could be gulping down the water from the ice age! (I'm being sincere!). Animals and plants rely on water to survive so that means that we need water as well and so did the dinosaurs! And did you realize that water can use the recycling system just like plastic, glass and metal. Water never stays motionless because of the wind where the water is coming from, just like creeks, streams and rivers. Also the Hydrologic system stops going! Furthermore, the three main stages in the water cycle: evaporation, condensation and precipitation.

**Precipitation**  
As soon as possible, the droplets turn back to water droplets and then turn into a cloud that means that a cloud is just suspended into the air! When the cloud gets too heavy it rains or decreases back to earth because the droplets transform into big droplets by pairing into groups. But if the temperatures are cold the rain will turn into sleet, snow, ice and hail. Then it lands in rivers, lakes and seas.

**Evaporation**  
Meanwhile, the water droplets get heated up by the sun from rivers, lakes and oceans and they suspend into the atmosphere, the water droplets transform into a gas called water vapour because the particles separate and start darting around!

**Condensation**  
Then the water vapour turns back into water droplets. The question is: How does it do that? So here it goes, the water vapour gets cooler and cooler until it transforms back to water droplets and as they gather back together they transform into a cloud because the particles get in lines and stick back together again.

**Final statement**  
When the process is complete: The water gets evaporated and starts all over again. And that's how the water cycle or hydrology happens.



## Upper Key Stage 2

Year 6's learning is the focus of the Parish Post this week.

### Year 6

This week in Year 6 we have taken a trip back in time to explore where some people believe we have evolved from. We boarded the HMS Beagle with Charles Darwin and headed to the Galapagos Islands to discover and observe wildlife as well as learning as much as we could about Darwin's life along the way.

We used the information gathered about Natural selection and evolution to write biographies about the life and work of Darwin. We are looking forward to investigating the different types of beak finches have developed over the next week.

Friday 13<sup>th</sup> May 2022

WALT write a biography

### Charles Darwin

Charles Darwin, who was a naturalist, with an interest in exotic animals, was a British evolutionary scientist. This man came up with the theory of evolution so he believed that humans evolved from apes.

#### Early life

In 1809 on the 12<sup>th</sup> of February in Rural England the man Charles Darwin was born. He was brought up by a rich and wealthy family who wanted him to become a doctor. His Father was named Robert and his Mother was called Susannah plus they wanted the best for him. He went to Christ college Cambridge in 1828-1831. His interests were rocks, fossils, animals, and plants.

#### Career

He had many jobs, being an Explorer, Geologist, Plant biologist, a naturalist and many more. Also, he joined the HMS Beagle and travelled to the Galapagos Islands by ship. He started his amazing career in 1831.

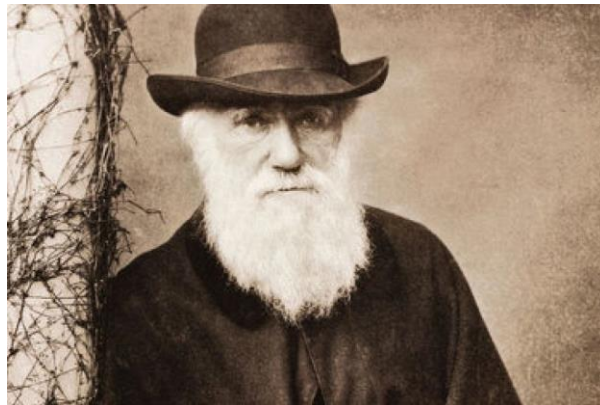
#### Controversy

Usually, he avoided the public; he would get a parcel of abuse from the public. His book (on the origin of species) shocked the church and this is because the church say 'humans come from God' but Charles Darwin said differently. His book came public in 1859.

#### Legacy

The science backed his theory in still evolving some say. He sadly passed away in 1882 on the 19<sup>th</sup> of April and gradually worked himself up to be more popular.

Charles Darwin







## Diary Dates



### **WB 9th May**

**Monday 9th May** - Whole School Collective Worship

Year 6 Assessment Week

**Wednesday 11th May** - Clergy Collective Worship

**Thursday 12th May** - KS1 Assessment Meeting 3.15pm

### **WB 16th May**

**Monday 16th May** - Whole School Collective Worship

Start of Year 2 Assessment Period

**Tuesday 17th May** - Coffee Morning focussed on Behaviour 9am - 10am

**Wednesday 18th May** - Whole School Collective Worship

## And Finally...

Please remember if you do have any queries or concerns to come and speak to one of us, either the class teacher on the door or a member of the SLT on the playground each morning and afternoon.

You can also get in touch via email, using [feedback@spaldingparish.lincs.sch.uk](mailto:feedback@spaldingparish.lincs.sch.uk) or the Year Group emails.

EYFS - [FS2@spaldingparish.lincs.sch.uk](mailto:FS2@spaldingparish.lincs.sch.uk)

Key Stage 1 - [Y1@spaldingparish.lincs.sch.uk](mailto:Y1@spaldingparish.lincs.sch.uk) or [Y2@spaldingparish.lincs.sch.uk](mailto:Y2@spaldingparish.lincs.sch.uk)

Lower Key Stage 2 - [Y3@spaldingparish.lincs.sch.uk](mailto:Y3@spaldingparish.lincs.sch.uk) or [Y4@spaldingparish.lincs.sch.uk](mailto:Y4@spaldingparish.lincs.sch.uk)

Upper Key Stage 2 - [Y5@spaldingparish.lincs.sch.uk](mailto:Y5@spaldingparish.lincs.sch.uk) or [Y6@spaldingparish.lincs.sch.uk](mailto:Y6@spaldingparish.lincs.sch.uk)