



Newsletter 12

Friday 11th December 2020



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## Christmas is Coming



We are very excited to let you know that every one of our families will be receiving a Christmas hamper from school next week. Three of our Lighthorne Heath staff elves have been very busy, shopping and putting together these special Christmas gifts for you. There are two types of hampers: 'Rudolph' and 'Frosty' - families' names will be selected at random to decide which hamper they receive. Mrs Hendriksen will send out a text of the date and time that each family may collect their hamper (to ensure we maintain social distancing and keep everyone safe). Collection days will be Monday—Thursday next week. We hope that you enjoy your Christmas 'goodies'! Our sincere thanks to Greggs for funding the hampers and to Mrs Thorneywork, Mrs Hendriksen and Mrs Manley for shopping and putting the hampers together.

## to Lighthorne Heath!



A reminder that we break up for the Christmas holidays on Friday 18th December at 3pm.

Best wishes, Mrs Westwood and all the staff at Lighthorne Heath





# Parents!

# We

# need

# YOU!



## Why volunteer to be a school governor or trustee?

School governors make a valuable contribution to children's education, opportunities and futures.

Being a school governor is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people and give something back to your local community.

Schools need governing boards that have a balance and diversity of knowledge, skills and experience to enable it to be effective. Ofsted (the national inspection body for schools) has repeatedly noted that the most effective schools demonstrate effective leadership and management – which includes the governing board.

## Who can become a school governor?

Anyone aged 18 or over can be a governor. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. There is plenty of training available to help you learn about education. Schools need and benefit from a range of professional knowledge on their governing board including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

As a governor, you will be able to:

- use your own experience of education and life beyond school to inform conversations
- make a valuable contribution to education and your community
- support and challenge the school so that it improves for pupils and staff
- bring your unique experiences and insights in to decision-making in the interests of the school community

## What do governors do?

The governing board provides strategic leadership and accountability in schools. It has three key functions:

- Overseeing the financial performance of the school and making sure its money is well spent
- Holding the head teacher to account for the educational performance of the school and its pupils
- Ensuring clarity of vision, ethos and strategic direction

Governors set the aims and objectives for the school or group of schools and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress the school is making and act as a source of challenge and support to the head teacher. In action, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay
- Managing budgets and deciding how money is spent
- Engaging with pupils, staff, parents and the school community
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment
- Looking at data and evidence to ask questions and have challenging conversations about the school

Governors and trustees must be prepared to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Governors and trustees should also be committed to their role and to young people; confident in having courageous conversations; curious with an enquiring mind; able to challenge the status quo to improve things; collaborative to build strong relationships; critical to improve their own work and that of the board; and creative in problem solving and being innovative.

## What will be expected of me?

The average time commitment is an hour a month. This includes meetings, background reading and school visits. As well as full governing board meetings, we have link governor roles which you may like to contribute to.

Like magistrates or members of a jury, school governors and trustees have a right to reasonable time off work for their public duties, although this may be unpaid. Your company's HR department will be able to tell you about its policy.

The term of office for our federation governors is four years. Many people choose to serve multiple terms, however as a volunteer you can resign before your term is finished if your circumstances change.

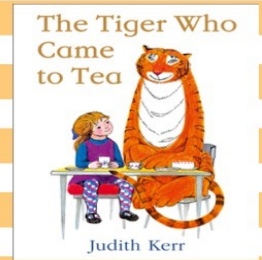
Each individual governor is a member of a governing board, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing board; decisions are the joint responsibility of the governing board.

Governance is a voluntary role and therefore it is not paid.

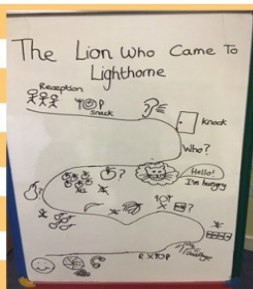
**To apply to become a parent governor for Lighthorne Heath and Sydenham Primary Schools, please email Mrs Westwood: [head2622@welearn365.com](mailto:head2622@welearn365.com) or call the school office.**



# Nursery and Reception



This week we have been exploring the story 'The Tiger Who Came to Tea' by Judith Kerr. We adapted the story to make our own story map version of 'The Lion Who Came to Lighthorne'. The children then made books of their story. Some children also chose to have their faces painted of African animals.



UN Convention on the Rights of the Child  
Article 29: Goals of education





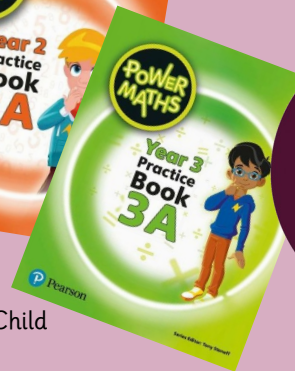
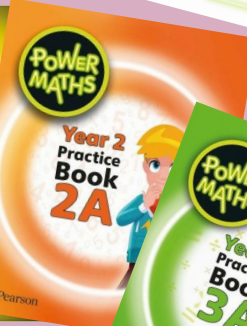
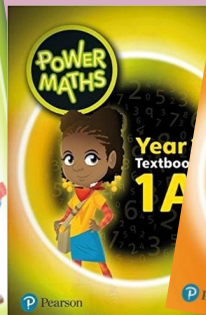
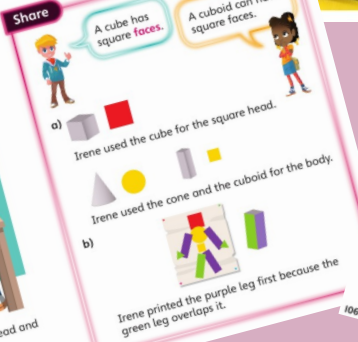
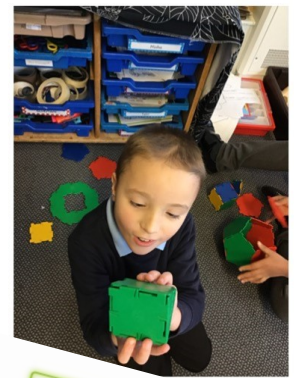
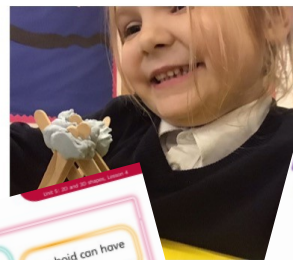
Children in Y1/2/3 have been learning to recognise 2D and 3D shapes and their properties (sides, vertices, faces and edges). They are using mathematical tools to draw 2D shapes and exploring different visual representations of shapes. They are also learning key mathematical vocabulary (such as: prism, polygon, hemisphere, vertices, vertex, symmetry and quadrilateral) to describe 2D and 3D shapes, and to explain and reason.



## Constructing 2D and 3D shapes



7.12.20 Today we used a range of resources to construct and name 2D and 3D shapes. We had lots of fun with our learning.



## Sparks

Sparks is helpful and supportive. He will remind you of things that may help you.



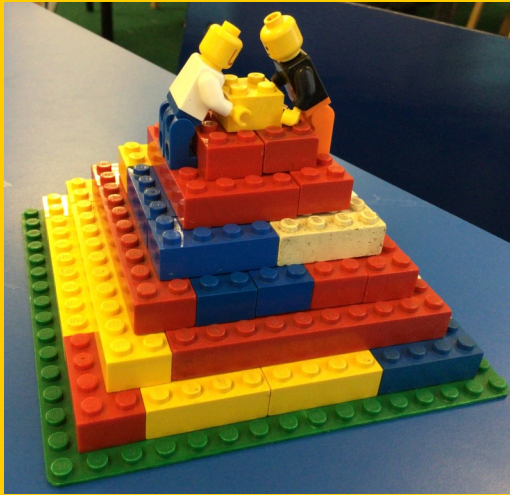




## Year 4/5/6 Pharaohs Project



Children in Year 4/5/6 have been learning about the ancient Egyptian pyramids and their construction. The pyramids were built as burial places and monuments to the Pharaohs. As part of their religion, the Egyptians believed that the Pharaoh needed certain things to succeed in the afterlife. The Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever. The tombs were designed to



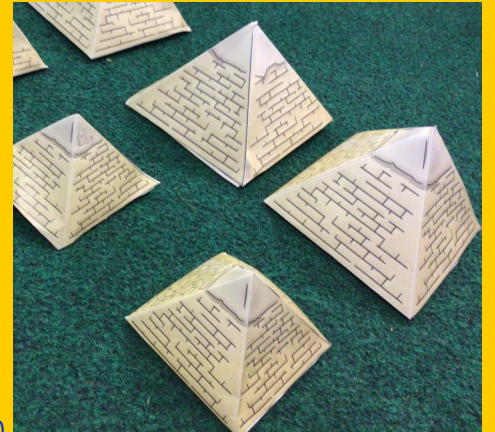
protect the buried Pharaoh's body and his belongings. Most of the pyramids can be found on the western side of the Nile River, just into the dry desert. The dry desert heat worked to keep the Pharaoh's body and his belongings from



decomposing and rotting away. The reason they built the pyramids next to the Nile River was so it would be easier to get the blocks to the pyramid. The stones could be bought nearer to the pyramid building site by boat. The Great Pyramid is the largest and most famous of the pyramids. It was built for the



Pharaoh Khuf. It is over 140 metres high and took 20 years to build. The Sphinx stands in front of all the pyramids in Giza. It has the body of a lion and the head of a pharaoh. Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead persons life. By examining the objects



(artefacts)

and paintings in the tombs, we have been able to understand a lot more about life in Ancient Egypt. We can learn about how the Egyptians lived by looking at the objects stored in pyramids ready to be used in the afterlife. Children watched a video about how the pyramids were built and then had a go at constructing their own, using different materials.



# Lighthorne Heath Learning Heroes



Co-operate

## Nursery and Reception

Emilia is our Reception hero this week. She is always willing to give activities a go and tries her hardest. She has lovely ideas and is very caring to everyone in the class. Emilia completed some brilliant handwriting this week working on the formation of the letter 'w'.



Have a go



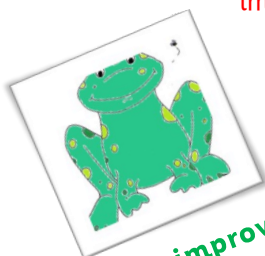
Persevere

## Year 1/2/3

Mrs Munday's and Mrs Hill's Lighthorne Heath Hero this week is Toby. Toby has been a little book worm at home, and done lots of wonderful reading with his family. Reading at home helps to develop your vocabulary, and helps to improve your writing too, so well done, Toby! ☺



Concentrate



Keep on improving

## Year 4/5/6

Mrs Cox's Lighthorne Heath Hero nomination this week is Clarissa. She has consistently tried her best and not given up. She created a fantastic spell for the class's work on 'The book of the dead' and confidently read it aloud. She used her imagination and kept improving to make it as powerful as possible. Well done Clarissa!



Use your imagination



Enjoy learning

