

# Nursery and Reception

This week, Reception and Nursery have been busy cooking. The children helped to collect pears and blackberries from our school garden. They then listened carefully to the instructions in the recipe

to follow the steps in the correct order to make pear and blackberry crumble. Everybody tried some when it was ready, and it was delicious!



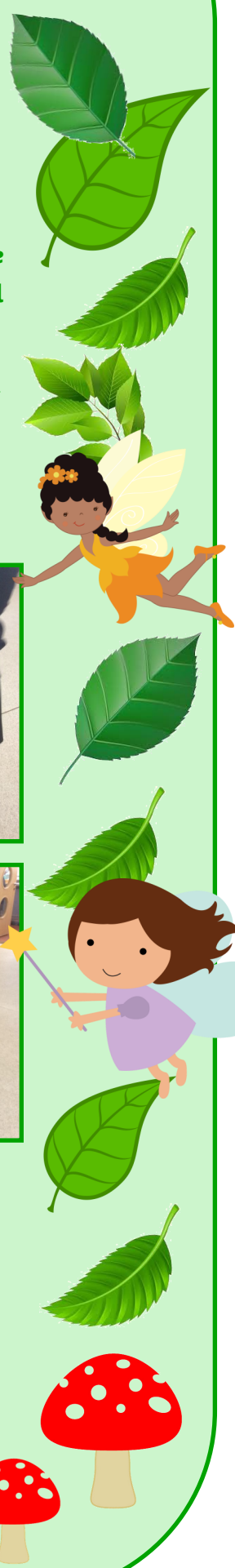
# Year 1/2/3

## The Enchanted Woodland

Our learning objective in English lessons this week has been for children to be able to identify and re-tell traditional tales.

This learning links to the national curriculum strands of being able to use spoken language to develop understanding through speculating, hypothesising, imagining and understanding ideas. The children have learnt to participate in discussions; presentations; performances; and role play.

This week in our English lessons, we have been learning about traditional tales. The children discovered a range of objects from stories hiding in the hall; three spoons, porridge, a wolf costume, straw, a brick, sticks, a beanstalk, magic beans, a red cloak and a basket of food. They worked together to decide which items belonged together and then sorted the objects into story groups, matching them to the correct books. They worked in groups to act out and retell the stories, trying hard to remember the correct order of events and common story phrases. This will support their writing.



# A Child's War

Year 4/5/6

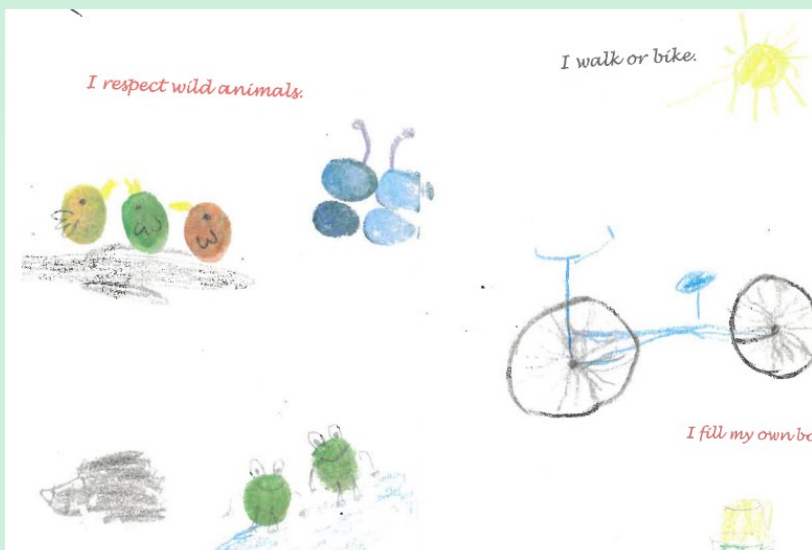
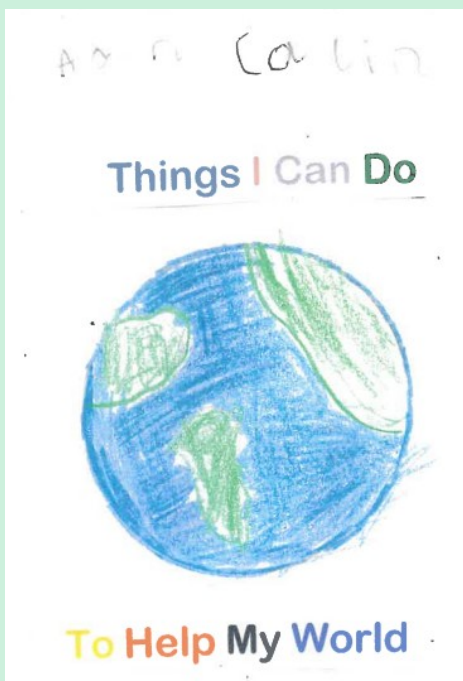


Today, class 4,5,6 role played as children being evacuated at the start of World War 2. Here they are sharing the contents of their cases.

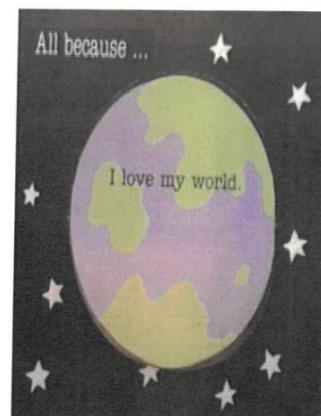


# Summer Holiday Book Project

Over the summer holidays the children were set a challenge to become the author and illustrator of their own book inspired by the text, '10 things I can do to help my world' by Melanie Walsh. We have had some fantastic, imaginative books sent in that we have really enjoyed sharing. There are some future author/illustrators amongst us!



I fill my own bottle with water.



# Summer Holiday Book Project

## Looking at Learning

How I can  
make a  
difference



Written by  
Spencer Clarke

I carry my own bottle  
to drink from, to save  
plastic being thrown  
away



Many places now offer  
free water refills  
and discounts on take-away  
drinks if you bring  
your own cup.

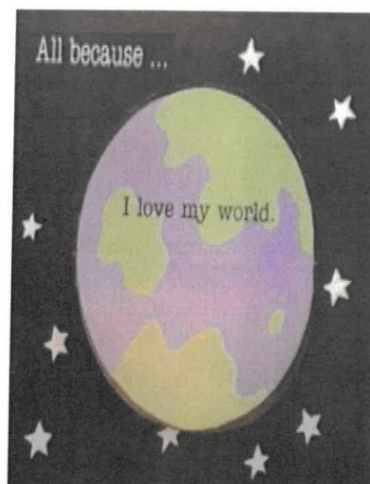
I have bird seeders  
to feed the birds  
so help them grow.



I water the plants in  
my garden to help  
them grow.



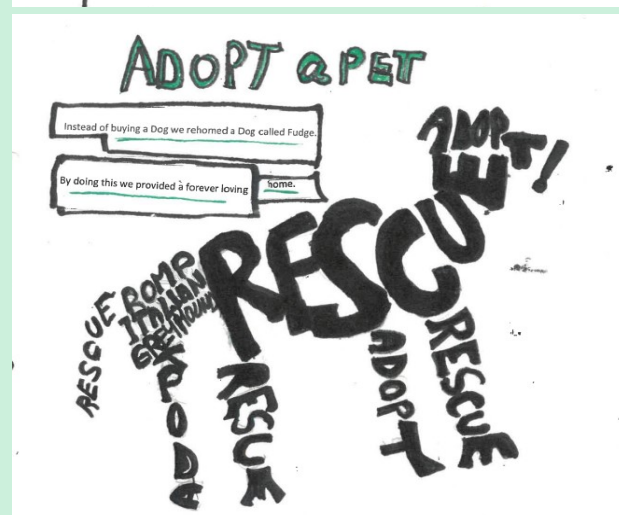
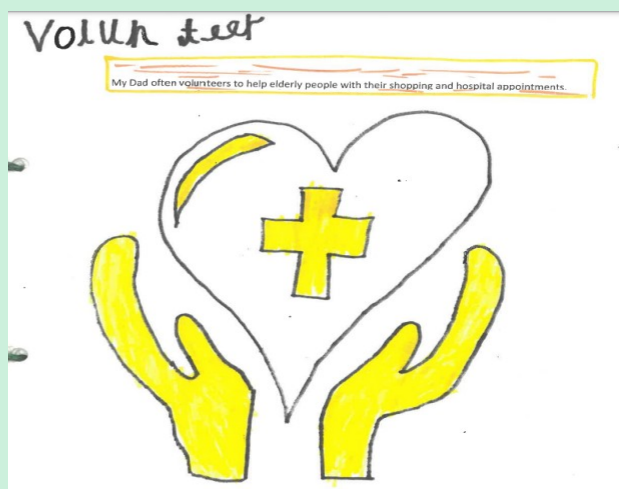
I throw my rubbish  
away to help keep  
our planet clean.



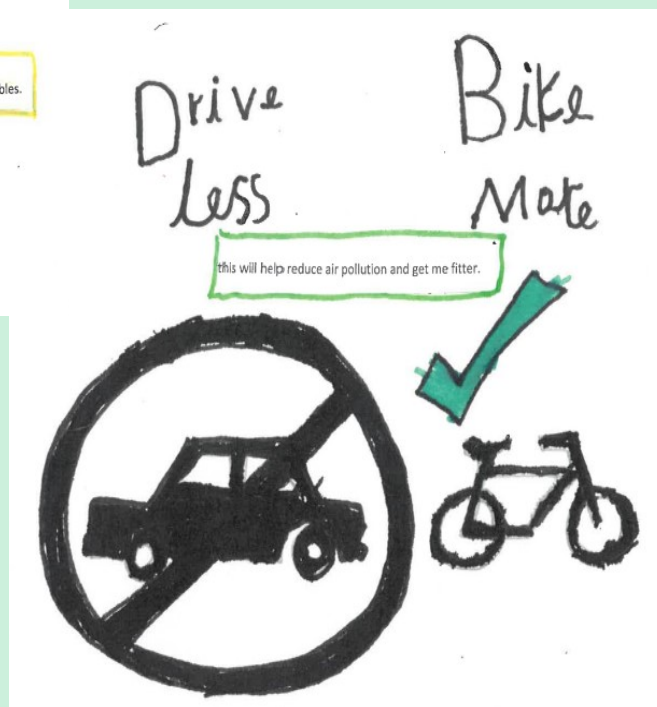
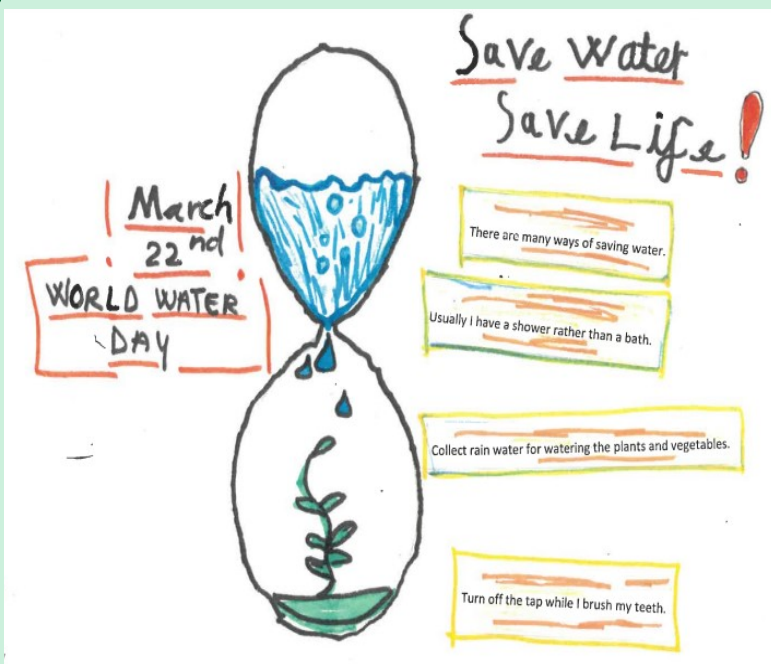
UN Convention on the Rights of  
the Child

Article 29: Goals of education

They Might Be Small  
But They Save The World  
by Aaron Edenblow



# Summer Holiday Book Project



... and all because  
I love my WORLD



# Super Star Readers!

To promote our love of reading for pleasure at Lighthorne Heath, we are launching a new way to celebrate our fantastic home readers. Regular reading at home is one of the most valuable things you can do to support your child's progress. Each Friday, as part of celebration assembly, a superstar reader will be selected to take home our brand-new reading sack. The sack contains a story-loving furry companion, hot chocolate, biscuits and an age appropriate story to be enjoyed over the weekend. Every child who has had their reading diary signed at least 3 times during the week, will be eligible to be selected to receive the reading sack. We are delighted to award our first reading star sack today to **Spencer** to celebrate all the valuable home reading that takes place outside of school. Keep recording your reading in your diary and it could be you next week!



# Lighthorne Heath Learning Heroes

## Nursery and Reception

Mrs Hartley and Mrs Manley have nominated Hari as their class hero this week as he is so polite and cheerful. He has settled into class routines quickly and always speaks clearly and confidently. Hari enjoys talking to the other children in the class and the grown-ups and is curious with his questions. Well done, Hari!



Co-operate



Have a go



Persevere

## Year 1/2/3

This week Mrs Munday and Mrs Hill would like to nominate Adan and Aaron for their completion of the summer home learning task, making their own version of the book 'Ten Things I Can Do to Help My World'. Both boys had added lovely detail and presented their books beautifully. We were so impressed by your ideas and effort.



Keep on improving



Concentrate



Use your imagination

## Year 4/5/6

Mrs Cox's nomination for this week's Learning Hero is Toby. He has shown a fantastic attitude to learning, working hard and challenging himself. He shared some wonderful facts about the local area which the class found very interesting.



Enjoy learning

# Other Information

## **Free School Meals and Pupil Premium Funding**

If your child is registered for Free School Meals, we receive additional funding from the government in the form of Pupil Premium. This funding is vital to our school budget and allows us to provide many different learning interventions and additional support for pupils.

Our child may be eligible for Free School Meals if you are receiving any of the following:

- Income support
- Income-based Jobseeker's Allowance (JSA)
- Income-related employment and support allowance (ESA)
- Guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').

If you think you might be eligible, please submit an application at <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>. The process is quick and easy—just make sure you have your National Insurance number to hand.

**Please apply even if your child is in Reception, Year One and Year Two and in receipt of a universal free school meal. If you don't apply, school does NOT receive the additional Pupil Premium Funding.**

## **Nut Allergies**

We have several children in school who suffer from a severe nut allergy and need to use an Epipen. For these children, nuts can be very dangerous since they trigger anaphylaxis. With this in mind, we politely request that you refrain from putting foods containing nuts in your child's lunch box. Even spreads such as Nutella or peanut butter can be harmful. Thank you.

## **PE Kit**

Please make sure your child has the correct PE kit in school on the day that they are taught by Onside Coaches. Children need black shorts, a white T shirt and trainers. For colder weather please also provide plain jogging bottoms and a sweatshirt or hoodie. All items should be labelled with your child's full name and class—please use a permanent marker pen or printed labels that can be sewn into clothing.

## **Mufti Days**

You can see from the diary dates below that we have some MUFTI Days planned. For those of you who are new to school, on MUFTI Days uniform is not compulsory and your child can come to school in their own choice of clothes. Please encourage your child to pick outfits which are suitable for the weather and safe for wear during play. We politely request that girls refrain from wearing skimpy clothing such as crop-tops. If your child comes to school in non-uniform, they must bring a donation of 50p for School Fund. This money is spent on additional and exciting resources not covered by our ordinary budget.

## Other Information

Friday 24th September	MUFTI (non uniform) Day—bring 50p to wear your own choice of clothes to school. All donations to School Fund.
Friday 22nd October	MUFTI (non uniform) Day—bring 50p to wear your own choice of clothes to school. All donations to School Fund.
<b>Monday 11th October</b>	<b>INSET Day—School CLOSED for staff training</b> (English and Design Technology—Book-making with moving parts)
<b>Monday 25th October—Friday 29th October school closed for half-term holiday.</b>	
<b>School re-opens on Monday 1st November</b>	
Thursday 11th November	Individual Pupil Photographs
Friday 26th November	MUFTI (non uniform) Day—bring 50p to wear your own choice of clothes to school. All donations to School Fund.
Wednesday 1st December	Infant Nativity, 9.30—10.00am.
Thursday 9th December	Whole School Carol Concert and refreshments 2.00pm
Thursday 16th December	Nursery, Reception and Year 1 Visit to Warwick Arts Centre to see 'The Very Hungry Caterpillar' at 1.30pm
Friday 17th December	MUFTI Day—bring 50p to wear a festive outfit.
<b>Monday 20th December—Friday 31st December School Closed for Christmas holiday</b>	
<b>Monday 3rd January 2022 school closed for Bank Holiday</b>	
<b>Tuesday 4th January 2022 school closed for in-service (teacher) training</b>	
<b>School re-opens on Wednesday 5th January 2022</b>	

From Mrs Westwood and all the staff at Lighthorne Heath.



Father Christmas and I are so excited to see Nursery, Reception and Year 1 Lighthorne Heath children at our special show in December. Mrs Westwood will be sending out more information soon!

## MHST tips for wellness

# Appreciation

This week's theme is Appreciation.

Appreciation is another way of saying grateful. When we show our appreciation, we remind ourselves and others of the positive things around us. You can show your appreciation with your words (e.g. by saying out loud that you are thankful for something or someone) or with your actions (e.g. by doing something nice for others).

Try one, or both, of the below activities throughout this week.

- 1) Think of at least one person that you appreciate and do something to show them how you feel. You can suggest playing a game they like, or bake them a treat you know they enjoy.
- 2) Write down a list of 5 things that you appreciate. This can be a reminder for days you are feeling down. Your list can include things like nature, or a friend's sense of humour, or even a member of staff who has helped you.

The Mental Health in Schools Team provides support to students and schools. We are available during term time and school holidays. Please contact your school's Mental Health Lead, or your Education Mental Health Practitioner for information and advice.

### Useful dates for September:

- 14th-19th Jeans for Genes Day
- 15th International Dot Day
- 16th National Teaching Assistants Day

St Laurence Church, Lighthorne, invites you to



# KIDZ PRAISE

every 3<sup>rd</sup> Sunday of the month

4pm – 5pm at The Children's Centre,  
Lighthorne Heath.

Craft, songs, story and snacks.  
Particularly suitable Primary School  
aged children and their families.

## 2021 dates.

19<sup>th</sup> Sept    17<sup>th</sup> Oct    14<sup>th</sup> Nov    19<sup>th</sup> Dec

All are welcome – come and join the fun.



UN Convention on the Rights of the Child

Article 14: Freedom of thought, belief and religion

Article 15: Freedom of association

Article 31: Leisure, play and culture

## Information for parents: Reception baseline assessment



Standards  
& Testing  
Agency

## Reception Baseline Assessment

### Do you have a child starting reception class from the 2021/22 academic year?

If so, your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception.

The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6 / the end of key stage 2.

### What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

### What does participating in the RBA mean for my child?

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

*'During the COVID-19 pandemic, we know that parents have been pivotal in supporting their child's mental health and wellbeing during this difficult time. I have had the pleasure of observing RBA in practice during the pilot stage and can assure you that the RBA should not be stressful in any way and your child is unlikely to realise they are doing an assessment. The activities undertaken are fun, simple in design, short and age-appropriate. Evidence from the trial and pilot shows that the children were interested in the tasks and enjoyed it, and I'm sure your child will do too.'*

**Claire Harnden**

Deputy CEO, Director of Teaching School Hub  
South Farnham Educational Trust

## How will the RBA benefit my child?

The RBA will provide an opportunity for your child to have valuable one-to-one time with their teacher at an early stage, so the teacher can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way. Feedback from the trial and pilot of the RBA has been largely positive, with 84% of practitioners rating the children's interest and enjoyment of the tasks as at least 'satisfactory'.

*'As school leaders, we know how important the first weeks of school are to a child and perceive the opportunity for our teachers to take time to sit with each child individually to be hugely beneficial. The RBA helps to facilitate this and our teachers have a better idea of how to design learning for them.'*

**Claire Harnden**

Deputy CEO, Director of Teaching School Hub  
South Farnham Educational Trust

## How will the RBA benefit me as a parent?

When your child reaches year 6 / the end of key stage 2, you will be able to see how well your child's school has supported the year group in their time at primary school, compared to other schools nationally. This will improve on the current progress measure, which only measures progress between key stage 1 and key stage 2, missing out the crucial work schools do between reception and year 2 / the end of key stage 1.

*'In later years, once the new progress measure is introduced, RBA will mean parents are better able to see how well the school is supporting its pupils throughout primary school. Parents will be able to compare the performance of schools nationally based on the progress they make with their pupils, enabling parents to make better, more informed decisions when choosing the school they want their children to attend.'*

**Claire Harnden**

Deputy CEO, Director of Teaching School Hub  
South Farnham Educational Trust

## How do I prepare my child for the assessment?

You do not need to do anything to prepare your child for the assessment. Your child is unlikely to even know that they are doing an assessment when they are completing the tasks.

## What if my child cannot access the assessment?

Your child will answer questions verbally or by pointing at or moving objects. The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher can pause the assessment at any time if your child needs a break. There are also modified materials available for children with visual and hearing impairments.

## How will the data be used?

The data from the assessment will only be used by the Department for Education when your child has reached the end of year 6, to provide the baseline to measure the progress of your child's year group from reception to year 6. The data from the assessment, including numerical scores, is not shared with you, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

## Will I receive feedback on my child's assessment?

Your child's teacher will receive a set of statements which provide a narrative description of how your child performed in the assessment. Schools can choose whether to send these to you directly, but they must provide them to you on your request.

### For more information

Your child's teacher will be able to answer any questions about the reception baseline assessment. For more details you can also visit [www.gov.uk/STA](http://www.gov.uk/STA).

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Information for parents: reception baseline assessment

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