



# TAKE ME HOME

---

**Believe Bigger, Aim Higher**

**17<sup>th</sup> May, 2018**

---



Mrs. R Medley  
Headteacher



Mr. C Eaglestone  
Deputy Head



Mrs. A Jones  
Assistant Head/SEN

This week, the Y6 children have completed their Key Stage Two Statutory Assessment Tests (SATs). The children and staff have worked very hard towards these tests and I would like to take this opportunity to thank staff, parents and children for all their extra efforts this week- particularly those that helped to provide the children with a healthy breakfast each day. Thank you to Mr. Waite for coordinating the timetable and to all the members of staff that have been involved.

This week is Mental Health Awareness Week. Research has shown that two thirds of us experience a mental health problem in our lifetimes, and stress is a key factor in this. Therefore, stress is this year's focus. As a parent, you can't protect your children from stress — but you can help them develop healthy ways to cope with stress and solve everyday problems. Children deal with stress in both healthy and unhealthy ways. And while they may not initiate a conversation about what's bothering them, they do want their parents to reach out and help them cope with their troubles. This newsletter includes some ideas that may help when supporting your child with stress.

There is a lot happening this Saturday. The Prince of Wales will marry Ms. Meghan Markle at St George's Chapel, Windsor. I'm sure many of you will be watching the wedding on television. If royal weddings aren't your 'cup of tea' then maybe you will be watching the FA Cup Final between Chelsea and Manchester United. Please remember that tomorrow (Friday 18<sup>th</sup>) is an INSET day: we look forward to seeing the children back at school on Monday 21<sup>st</sup> May.

Best wishes

Mr. Eaglestone



## WHAT'S BEEN HAPPENING THIS WEEK?

- KS2 SATs tests
- KS1 SATs tests
- Staff training- curriculum

## ATTENDANCE

This week's whole school attendance is **97.2%** Well done everyone!

	EYFS		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	Harmony	Melody	Acapella	Symphony	Rhythm	Blues	Classical	Jazz	Baroque	Octave	Mozart	Beethoven	Sibelius	Elgar
<b>WB 16.04.18</b>	95.1%	99.3%	92.9%	97.2%	97.5%	99.1%	99.1%	97.7%	99.0%	99.5%	95.3%	98.1%	99.0%	96.5%
<b>WB 23.04.18</b>	97.8%	95.6%	94.3%	97.1%	98.3%	97.6%	98.5%	94.3%	97.7%	97.7%	96.6%	99.6%	98.3%	94.8%
<b>WB 30.04.18</b>	84.4%	94.4%	96.4%	96.4%	97.9%	93.8%	95.6%	94.3%	99.2%	95.8%	98.6%	98.1%	94.2%	91.2%
<b>WB 11.05.18</b>	93.8%	91%	98.2%	96.4%	98.3%	99.6%	100%	88.4%	100%	97.1%	98.7%	94.2%	99%	95%
<b>WB 14.05.18</b>	96.7%	97.9%	100%	99.1%	94%	100%	99.1%	89.3%	95.2%	96.2%	100%	98.1%	100%	95.5%

**WOW! Keep up the 100% Bayards Hill!**

## TEACHING AND LEARNING





Year 5 recently had the opportunity to visit Oxford Brookes University for 'The University Time Capsule Day'. The day consisted of using a university map to look at university life, creating a poster to market a society of their choice and a fun campus tour! Throughout the day, the children worked in teams to win points showing all aspects of teamwork, ending the day with a celebration of their achievements being presented with a certificate and a time capsule. The day was inspirational for all pupils and through interactive activities the children were introduced to the concept of higher education and the idea that everyone has the potential to achieve.

This is what the children had to say:

*"I had a great time at the Brookes Time Capsule event because we took part in a quiz. We also had a tour around the university. My team got 10 points!"*

*"I loved the Brookes University Trip because it was really fun and we worked together as a team. Lots of us learnt new things that we didn't know before. Thank you Miss Oliver, Mrs Sentence and Mrs Moss for organizing it- I loved it. I want to experience university now."*

### **HELPING CHILDREN COPE WITH STRESS**

- **Notice out loud.** Tell your child when you notice that something's bothering him or her. If you can, name the feeling you think your child is experiencing. ("It seems like you're still mad about what happened at the playground.") This shouldn't sound like an accusation (as in, "OK, what happened now? Are you still mad about that?") or put a child on the spot. It's just a casual observation that you're interested in hearing more about your child's concern. Be sympathetic and show you care and want to understand.
- **Listen to your child.** Ask your child to tell you what's wrong. Listen attentively and calmly — with interest, patience, openness, and care. Avoid any urge to judge, blame, lecture, or say what you think your child should have done instead. The idea is to let your child's concerns (and feelings) be heard. Try to get the whole story by asking questions like "And then what happened?" Take your time. And let your child take his or her time, too.
- **Comment briefly on the feelings you think your child was experiencing.** For example, you might say "That must have been upsetting," "No wonder you felt mad when they wouldn't let you in the game," or "That must have seemed unfair to you." Doing this shows that you understand what your child felt, why, and that you care. Feeling understood and listened to, helps your child feel supported by you, and that is especially important in times of stress.
- **Put a label on it.** Many younger kids do not yet have words for their feelings. If your child seems angry or frustrated, use those words to help him or her learn to identify the emotions by name. Putting feelings into words helps kids communicate and develop emotional awareness — the ability to recognize their own emotional states. Kids who can do so are less likely to reach the behavioural boiling point where strong emotions come out through behaviours rather than communicated with words.
- **Help your child think of things to do.** If there's a specific problem that's causing stress, talk together about what to do. Encourage your child to think of a couple of ideas. You can start the brainstorming if necessary, but don't do all the work. Your child's active participation will build confidence. Support the good ideas and add to them as needed. Ask, "How do you think this will work?"



- **Listen and move on.** Sometimes talking and listening and feeling understood is all that's needed to help a child's frustrations begin to melt away. Afterward, try changing the subject and moving on to something more positive and relaxing. Help your child think of something to do to feel better. Don't give the problem more attention than it deserves.
- **Limit stress where possible.** If certain situations are causing stress, see if there are ways to change things. For instance, if too many after-school activities consistently cause homework stress, it might be necessary to limit activities to leave time and energy for homework.
- **Just be there.** Kids don't always feel like talking about what's bothering them. Sometimes that's OK. Let your kids know you'll be there when they do feel like talking. Even when kids don't want to talk, they usually don't want parents to leave them alone. You can help your child feel better just by being there — keeping him or her company, spending time together. So if you notice that your child seems to be down in the dumps, stressed, or having a bad day — but doesn't feel like talking — initiate something you can do together. Take a walk, watch a movie, shoot some hoops, or bake some cookies. Isn't it nice to know that your presence really counts?
- **Be patient.** As a parent, it hurts to see your child unhappy or stressed. But try to resist the urge to fix every problem. Instead, focus on helping your child, slowly but surely, grow into a good problem-solver — a kid who knows how to roll with life's ups and downs, put feelings into words, calm down when needed, and bounce back to try again.

Taken from <https://kidshealth.org/en/parents/stress-coping.html>

### **MEET THE STAFF- Mr. Waite**



I live up the hill with my wife and two children, Joe (who is 6) and Ella (who has just turned 4). Our house is busy at the moment because, as well as two chickens and two cats, we have four very small and cuddly baby kittens!

Three years ago, I transferred to Bayards Hill from Cheney School, where I used to teach English. Since then, I've seen lots of changes for the better here at Bayards: steady improvement in terms of behaviour, attitude to learning and in the achievement of pupils throughout the school. Well done to all, and keep it up Bayards Hill!

### **E-SAFETY TIPS FOR PARENTS AND CHILDREN**

#### **What are parental controls?**

Parental controls are software and tools which you can install on phones or tablets, games consoles or laptops – and even your home broadband.

You can also use them to help you block or filter the content your child sees when searching online. And family-friendly public WiFi can help when you're out and about.

Parental controls are also available to help you to:

- plan what time of day your child can go online and how long for
- stop them from downloading apps they're too young for



- manage the content different members of the family can see.

So whatever your child is doing online, there's a way that you can help keep them safe.

### **Mobiles and Tablets**

Lots of mobiles and tablets come with settings that can help you manage what your child can and can't see or do online. When using parental controls, make sure to check things like location settings and what information your child is sharing with others. You can get more information about setting up controls on different devices from the UK Safer Internet Centre and mobile providers such as O2, Vodafone, Three and EE. And don't forget to talk to your child about what they're doing online and how to be Share Aware.

### **Word List Wordsearch**

*These words are taken from the Y5/Y6 word list that all children should know by the end of KS2.*

S P R O F E S S I O N Y L A H  
 U W G M Z O A S L A P R P C V  
 O G W U Y S Q S S X Y P A P Z  
 R S E I A Y S Q Q T A M W P K  
 T J V H R R R C N R O L S K M  
 S E W A B B A E E T Q L T T D  
 A C L A K M M N S J N P S I T  
 S V T C Z A T C T E T H E Y H  
 I L N G I W L Q W E M Y G K L  
 D L U L W H N I E T E S G Y X  
 D X R J A T E Q C U E I U M E  
 O A V S H I M V G J B C S R T  
 P D E H C A T T A T O A O F L  
 N R E W R H E L V J V L P M I  
 H H H I D K H Q Q Y X F A Y U

disastrous  
 parliament  
 vehicle  
 suggest  
 stomach  
 guarantee  
 profession  
 physical  
 apparent  
 attached



<p><b><u>School Office Opening Times</u></b></p> <p>The school office and telephone lines are open between 8:00am and 4:00pm Monday to Thursday and 8:00am to 3:30pm on Friday.</p>	<p><b><u>School Car Park</u></b></p> <p>Please be aware that the school car park gate is locked at 8:30am to enable staff access and re-opened at 3:30pm. This is to ensure the safety of all children.</p>
<p><b><u>Breakfast Club</u></b></p> <p>Breakfast Club opens at 8:00am. If you arrive before this time please stay with your children until the doors are opened.</p>	<p><b><u>Swimming</u></b></p> <p>Monday's at 1:00pm – Baroque &amp; Octave alternate weeks</p> <p>Wednesday's at 1:00pm - Classical</p>

### **Dates for Your Diary**

14 <sup>th</sup> May	Year 6 SATs
18 <sup>th</sup> May	<b>Inset Day</b>
23 <sup>rd</sup> May	Fab 50 Sports
25 <sup>th</sup> May	Attendance Tea Party Non Uniform Day – donations please for the PTA Summer Fair
5 <sup>th</sup> June	Story Telling Festival
11 <sup>th</sup> June	Science Week
13 <sup>th</sup> June	Parent Forum
28 <sup>th</sup> June	Year 6 Leavers Photographs
30 <sup>th</sup> June (Saturday)	PTA Summer Fair
2 <sup>nd</sup> July	Classical Class to Oxford Botanical Gardens
4 <sup>th</sup> July	Sports Day
9 <sup>th</sup> July	Jazz Class to Oxford Botanical Gardens
11 <sup>th</sup> July	Fab 50 Water Fight
13 <sup>th</sup> July	Attendance Trip
16 <sup>th</sup> July	Yrs 1 to 5 Awards
18 <sup>th</sup> July	Attendance Assembly Attendance Tea Party Yr 6 Leavers Evening
19 <sup>th</sup> July	End of Term – finish at 1:00pm