

# Mundford Mail



The newsletter from **Mundford C of E Primary Academy** - Your school, your news!

<p><b>Worship Theme:</b> Prayer</p> <p><b>Stars of the Week:</b> Casper (Oak) Millie (Hazel) Evie (Maple) Chiara (Cedar) Zach (Rowan) Beck (Elm)</p> <p><b>Writers of the Week:</b> Gracie (Oak) Antoni (Hazel) Mia (Maple) Isaac (Cedar) Holly (Rowan) Leland (Elm)</p>	<p>What a fabulous end to the half-term! Our younger pupils enjoyed all-singing, all-dancing, all-acting pyjama drama workshops. Our older pupils had an amazing time at the Harry Potter studios. Our Year 4s also had an extra treat, with another visit to Icen Academy - this time to use their science labs for potion experiments. We hope all the children have a wonderful half-term break and get plenty of rest so they return to school refreshed and ready for lots more learning and fun.</p> <div> <div> <p><b>Diary Dates</b></p> <p>18<sup>th</sup> - 22<sup>nd</sup> February Half Term Holiday</p> <p>Sharing Assembly every Friday 2:45pm</p> <p>1/3/19 Oak Mundford Junction 9:00am 4/3/19 Hazel Mundford Junction 2:00pm 5/3/19 Parent Teacher Consultations 3:30 - 5:30pm 7/3/19 Parent Teacher Consultations 3:30 - 7pm 12/3/19 Maple Mundford Junction 2:00pm 14/3/19 SENDCo Kenco 9am 20/3/19 Rowan Mundford Junction 9:00am 25<sup>th</sup> - 28<sup>th</sup> March: Y6 Mock SATs Week 28/3/19 Cedar Mundford Junction 2:15pm 2/4/19 Elm Mundford Junction 9:00am (will include information for parents about the Y6 SAT tests) 3/4/19 Class Photographs 5/4/19 Last Day of Term</p> <p>23/4/19 Children return to School</p> </div> <div> <p><b>KS2 Choir:</b> Hazel Classroom Monday lunchtime</p> <p><b>KS2 Homework Club:</b> Elm Classroom, Thurs lunchtime.</p> <p><b>Y5 &amp; Y6 Netball Club:</b> usually Monday or Friday lunchtimes - weather dependent.</p> <p><b>Search &amp; Rescue:</b> Hazel Classroom Alternate Fridays 3:15 - 4:15pm</p> <p>Our after-school clubs are run by Premier Sports - see below</p> <p><b>Premier Sports- Fencing</b> Monday years 1 &amp; 2 Tuesday years 3 &amp; 4 Wednesday years 5 &amp; 6</p> <p>Registration is now open online: <a href="http://www.premier-education.com/sport">http://www.premier-education.com/sport</a></p> <p><b>School Uniform</b> <a href="http://www.premier-education.com/sport">My Clothing.</a> <a href="https://corporatetiger.co.uk/school-uniform/">https://corporatetiger.co.uk/school-uniform/</a></p> </div> </div>
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### Parent Teacher Meetings

On Monday 25<sup>th</sup> February, we will send the children's half-termly point in time report (as explained in the recent parent meetings), and the following week there will be an opportunity to discuss these with your child's class teacher:

Tuesday 5/3/19 Parent Teacher Consultations 3:30 - 5:30pm

Thursday 7/3/19 Parent Teacher Consultations 3:30 - 7pm

Appointment lists will be in the hall from Tuesday 26<sup>th</sup> February and every morning for the remainder of the week. Please use the back doors of the hall to view the lists and sign up for an appointment. Post-it notes will also be provided so you can make a note of the time you have booked. If you are unable to get into school, then please phone the school office.

### Behaviour – Good to be Green

After your feedback in the Parent Questionnaires last term, we have been rethinking our behaviour system and decided to try 'Good to be Green'. Rather than scoring the pupils' behaviour at the end of the week, behaviour will be rewarded or consequences applied as soon as something happens. When children are demonstrating expected behaviour, they will be green. Exceptional behaviour will be rewarded with a silver or gold card, while behaviour we do not want to see will be given a warning, yellow or red card (depending on severity). The children have been involved in deciding the behaviours and the consequences for each and what they have agreed on can be found at the end of this newsletter. There is also an information sheet about the system and our full behaviour policy can be viewed on the school website:

<http://www.churchsidefederation.norfolk.sch.uk/mundford/additional-information/policies/>

Please note, this means children will no-longer have a behaviour tracker card and weekly score. Instead, we hope you will encourage them every day to be 'good to be green'!

### School Choir

Mrs Keeler and Miss Beaumont will be organising a school choir for KS2 children on Monday lunchtimes. If your child is interested in joining, they will need to meet in Hazel Class between 12.20pm and 12.35pm. This will begin on Monday 25<sup>th</sup> February.

### Attention all Danes!

After being the winning house team three times, Danes are our first house to earn a non-uniform day. This means on Monday 25<sup>th</sup> February, any children who are Danes may wear non-uniform for the day. Please ensure they choose something practical for school and remember that they will still need to change shoes at lunchtime. Well done Danes!

### Nut Allergies

We have a child in our school who has a severe allergy to nuts, so we kindly request that children avoid bringing foods containing nuts in their packed lunches. Thank you.

### School Lunches

We have been informed by Chartwells that the current school menu will continue until the end of term, it will be **Week 3** when the children return on 25<sup>th</sup> February.

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## Behaviour & Consequences

Silver Award	Reward
<p>Helping others (<i>above &amp; beyond our whole school expectation to show kindness, e.g. giving up their own time &amp; without being asked</i>).</p> <p>Extra work/homework outside of lessons.</p> <p>Motivating or setting a good example to others in group work.</p> <p>Editing, checking work and making a significant improvement in work or learning.</p>	<p>Children receive a silver reward card in the behaviour chart and a house point.</p>
Gold Award	Reward
<p>Trying your best and putting extra effort into your learning (<i>e.g. extending yourself, extra practice, perseverance &amp; resilience</i>).</p> <p>Making a difference around the school.</p>	<p>Children receive a gold reward card in the behaviour chart, three house points and a certificate in sharing assembly.</p>

Level 1: Stop & Think	Range of Possible Sanctions
<p>Not listening/paying attention, talking when someone else is talking or shouting out.</p> <p>Fiddling or making distracting noise, faces or gestures.</p> <p>Not getting on with work.</p> <p>Distracting others' from their work.</p> <p>Inappropriate physical contact (e.g. poking, pushing past, grabbing toys from others).</p> <p>Rough play.</p>	<p>Informal gesture: eye contact, frown, pointing etc.</p> <p>Moving the child to a different seat.</p> <p>Prompt card on their table.</p> <p>Verbal prompt – reminding them of the behaviour we wish to see &amp; inviting them to make the right choice.</p>
Level 2: Yellow Warning Card	Range of Possible Sanctions
<p>Persistent or repeated level 1 behaviours.</p> <p>Shouting at someone.</p> <p>Throwing small objects (e.g. rubbers).</p> <p>Being disrespectful or unkind towards adults or children (this includes name-calling, deliberately hurting other's feelings, rudeness, pulling faces).</p> <p>Lying.</p> <p>Drawing on others work/minor damage.</p> <p>Not completing your work.</p> <p>Not looking after school property.</p>	<p>5 minutes off playtime or lunchtime.</p> <p><i>This time may be used for:</i></p> <p><i>Repetition of the task or completion of the work.</i></p> <p><i>Completing a behaviour reflection sheet.</i></p> <p><i>Writing an apology.</i></p> <p><i>Discussing their behaviour with an adult.</i></p> <p>Moved to work at the class reflection table.</p> <p>If during playtime: 5minutes 'time out' with an adult or sent in to behaviour recovery.</p>
Level 3: Red Card	Range of Possible Sanctions
<p>Persistent repeated Level 2 behaviours.</p> <p>Deliberately hurting others (including throwing things at other people).</p> <p>Fighting.</p> <p>Stealing.</p> <p>Spitting at others.</p> <p>Swearing.</p> <p>Threatening others.</p> <p>Bullying.</p> <p>Refusal to follow adult instructions.</p>	<p>Parents informed – meeting with class teacher to discuss.</p> <p>Loss of whole playtime or lunchtimes (time used to make amends: redoing work, apology, repairing property etc.).</p> <p>Recorded in behaviour book.</p> <p>Reported to Head.</p> <p>Temporary exclusion, lunchtime exclusion or permanent exclusion.</p>

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Level 4	Range of Possible Sanctions
<p>Persistent repeated Level 3 behaviours.</p> <p>Physical or violent assault causing injury, or persistent violent behaviour.</p> <p>Sexualised behaviour or assault.</p> <p>Serious damage to property (e.g. vandalism).</p> <p>Carrying a weapon with intention to wound.</p> <p>Persistent bullying, including homophobic, racist, threats and abuse.</p> <p>Carrying, supplying or abusing drugs.</p>	<p>Meeting with parents and Head with follow-up letter sent home.</p> <p>Temporary exclusion.</p> <p>Lunchtime exclusion.</p> <p>Permanent exclusion.</p>

## Behaviour Recovery

Behaviour Recovery is run by a teacher and gives pupils an opportunity to discuss a playtime incident, reflect on what has happened and agree a plan to prevent further incidents.

Being asked to visit Behaviour Recovery should not be considered a sanction in itself: sometimes children have done nothing wrong but were a witness or victim of inappropriate behaviour by others; sometimes children simply need time to calm down or to talk through what has happened to prevent a situation escalating.

If during Behaviour Recovery a child is found to have shown inappropriate behaviour, the above guidelines will be referred to and sanctions applied depending on the level of the behaviour. Class teachers are always informed and parents or Head informed dependent on the level of severity (see above).

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## Good to be Green Behaviour Scheme

*The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.*



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point. Each child's green days are tracked on a chart and children who have been 'good to be green' all half term will be given a certificate to celebrate their positive contribution to the schools values.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow

Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (refer to the behaviour policy table for a full list of behaviours & consequences).

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2 behaviour would equate to a red card which would then have a consequence of loss of playtime of lunchtime. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified. Persistent Level 3 or any Level 4 behaviour could result in a temporary/ permanent exclusion. In this situation the school will follow the Norfolk County Council procedures for exclusion which can be found on: <http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Exclusions-from-schools/index.htm>

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful or make an extra effort in their learning. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded a Silver Award, or even a Gold Award, alongside House Points and other class reward systems.

Staff and children have agreed the behaviours for each level and the appropriate consequences for each level.



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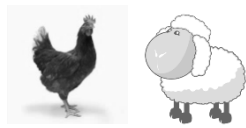


## Maths Problems of the Month

KSI



There are 22 legs on the cobweb.  
How many spiders and how many flies could there be?  
Can you find different ways of solving this?



A farmer counts all the legs in his field.  
There are 32.  
How many sheep and how many chickens are in the field?  
Are there different ways of solving this?  
What if the farmer is standing in the field and counts his legs too?

KS2

I'm thinking of a number.  
My number is both a multiple of 5 and a multiple of 6.  
What could my number be?  
What else could it be?  
What is the smallest number it could be?

I'm thinking of a number.  
My number is a multiple of 4, 5 and 6.  
What could my number be?  
What else could it be?  
What is the smallest number it could be?

I'm thinking of a number that is 1 more than a multiple of 7.  
My friend is thinking of a number that is 1 more than a multiple of 4.  
Could we be thinking of the same number?

Here's a challenging extension:

We know that:

- When 59 is divided by 5, the remainder is 4
- When 59 is divided by 4, the remainder is 3
- When 59 is divided by 3, the remainder is 2
- When 59 is divided by 2, the remainder is 1

Can you find a number with the property that when it is divided by each of the numbers 2 to 10, the remainder is always one less than the number it has been divided by?

Can you find the smallest number that satisfies this condition?

All these problems can be found on the nrich website: <https://nrich.maths.org/8495> where you can see how other children have solved them as well as submit your own solutions.

### Want to help your child at home with Maths?

- Every child has log-ins for Maths Garden & Purple Mash, where they can play online Maths games. Speak to their class teacher if you need help with these.
- Learning times tables helps children of all ages to develop confidence in Maths. There is an online simulation of the tables test that is being introduced in Year 4 from 2020 here: <https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator>
- On our website you can find copies of the Maths Essentials for each year group, along with ideas for practising at home: <http://www.churchsidefederation.norfolk.sch.uk/wp-content/uploads/2018/07/L075688L66729196932-website-maths-essentials-yrs-r-6.pdf>
- Use Maths in real-life: play games where you have to count or keep score; weigh ingredients for cooking; find money and work out change when they go shopping.

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