

Newsletter

'Everyday is a learning day'...

11th February 2022

Ryders Hayes' achievement, research and developments.

We are excited and proud to let parents know that Mr Flynn has become the **first** primary teacher in mainstream school in the UK to have been awarded Chartered Teacher of History status (CTHist) with The Historical Association. This accreditation recognises Mr Flynn's high level of expertise in both historical knowledge and understanding as well as his commitment to continue development in teaching history.

Chartered Teacher of History status (CTHist):

- Recognises the excellence and commitment of individual teachers of history
- Celebrates the importance of history teaching
- Promotes the development of leadership in history education

We are sure you will join us in congratulating Mr Flynn on this tremendous achievement!



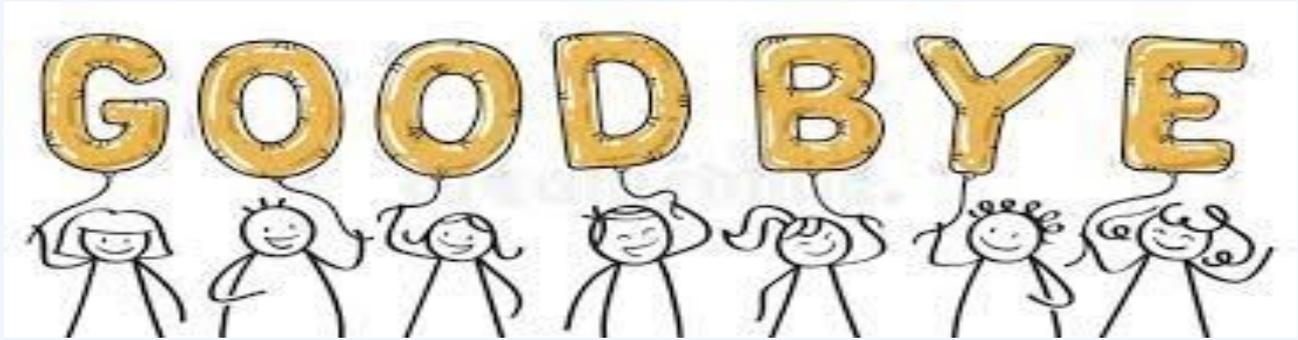
Mr Flynn



Our exciting news continues, with an article by Miss White, Mrs Thompson and Mrs Paul being published on the Chartered College of Teaching website. This organisation are dedicated to bridging the gap between practice and research and equipping teachers across the country, from the second they enter the classroom, with the knowledge and confidence to make the best decisions for their pupils. The article '*Focusing on a broad and balanced curriculum during distance learning captures Ryders Hayes' approach in continuing to be the best we can be throughout the pandemic. It shares the importance of a broad and balanced curriculum; our blended approach to teaching, along with how we have embraced the technology to enhance the core offer for all our children. We hope our case study will support the development of other schools and practitioners across the country.*

CHARTERED
COLLEGE OF
TEACHING

We are also delighted to inform you that over the course of this year we will be working with Dr Jim Rogers who is an education specialist working nationally and internationally with schools and training organisations. He specialises in evidence-informed professional learning and is the regional CPD and Research Lead for the Teaching School Council SW, a Founding Fellow for the Chartered College, a partner of the Nordic Schools and an ambassador for the Global Education Collective. Staff from across EYFS - KS2 will be working with Dr Jim Rogers and colleagues from two other schools in Wolverhampton with a focus on SEND through the 'Teaching to the Top' project. Look out for updates and developments on this!



We have some changes to announce for our Wellbeing and Safeguarding support in school.

Parents will recall that we were pleased to have appointed Jodie Phillips for September 2021, who had come from St Giles Hospice, with particular skills and experience in supporting children there and their families with loss and bereavement. Jodie has worked with a range of families, small groups and Individual children in school this year, as well as across school promoting positive mental health. Since Christmas, Jodie has decided that she wants to continue to pursue her career and use her specialist skills in bereavement support.

We congratulate her on securing a national role with Winston's Wish, a charity for bereaved children. Jodie will be leaving us at half-term to take up a newly-created position within the charity. We wish her every success and know she will go on to support many, many children in need.

In the meantime, we have been working hard to secure a new Wellbeing and Pastoral Lead, having had significant interest in the vacancy here at Ryders Hayes. We are delighted to announce that Marcos Rylance, will be joining us after half-term, and will be making it a priority to: meet you on the playground; get to know our families already working with Jodie, as well as our small groups and supported children in school, and meet our classes across school. Marcos has worked previously in a pastoral role in school, and has also carried out a specialist role for West Mercia Police. We welcome him to Ryders Hayes and will let you know when Marcos has completed his induction and is ready to meet you.





Number Day 2022



Children celebrated a fantastic Number Day on Friday 4th February whilst wearing clothing with numbers on! We completed Science experiments, gathered data, compared results and generated graphs!

We had our annual Times Tables Rockstars Competition that was won by William! Well done William.

A great day was had by all and we look forward to celebrating again next year!

Thanks for all your support,
Mr Phillips



SPOTLIGHT

What have our year groups been focusing on this week and what the focus is next week....?



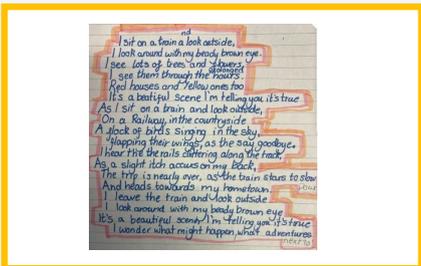
Year 1 had a surprise package arrive from Paddington! He wanted their help to create an information guide about London for Aunt Lucy and he sent them a book about London to help. We have enjoyed finding out about the sights of London to write about. Next week, We are going to be making a wind sock. Can you find out about what this is?

This week in Year 2, we used our digital story plans from our last computing lesson to create our very own digital story on Scratch Jr. We have enjoyed applying our learning of coding to create our creative short stories. Next week, in Religious Education, we will be learning about the key features found in a synagogue.



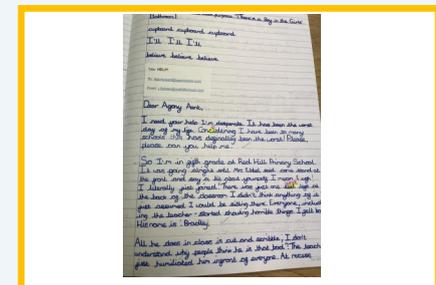
This week in year 3, we learned about Howard Carter's discovery of Tutankhamun's Tomb in 1922, and speculated about some of the magnificent things he found there. Next week, we are going to be learning about the Ancient Egyptian afterlife.

This week in Year 4, we have written a non-chronological report all about Brownies and Boggarts. Can you describe the difference between them? Next week, we are going to write our own chapter of The Spiderwick Chronicles.



This week in year 5, we have written our own poems about what we can see 'From a Railway Carriage' based on a poem by Robert Louis Stephenson (1885). We have also learnt them by heart and evaluated each others' performances. Next week, in PE we will be performing and evaluating our combat dance routine.

This week in Year 6, we have been writing 'Agony Aunt' emails in the shoes of Jeff Fishkin in our book, 'There's a Boy in the Girls' Bathroom'. We are enjoying this book by Louis Sachar as it has lots of comedy gold moments! Next week, we will be experimenting with voltages in circuits to see if this has an impact on bulb brightness.



**For
Your
Information**

WORLD
**BOOK
DAY**

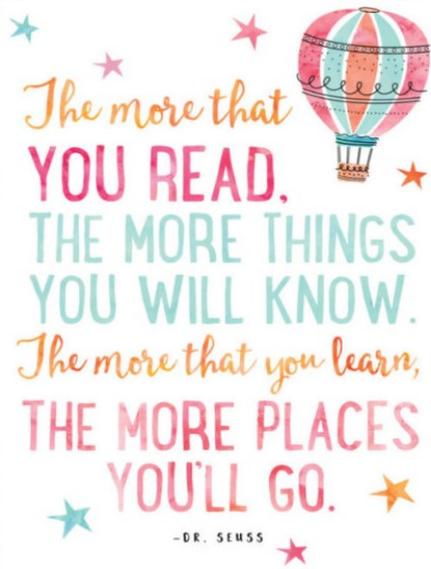
3 MARCH 2022

25 YEARS

This year, we will be celebrating World Book Day on Thursday 3rd March.

Children are invited to come to school dressed as their favourite book character or wearing their pyjamas in celebration of bedtime stories.

Children can bring in their favourite book to share with their peers.



Bereavement Support Station

Our next session is Thursday 3rd March at 3.45 - 4.45pm.

We'd like to encourage parents/carers to attend if they would like to gain support for a loss or bereavement. Children can attend unaccompanied, straight after school and be collected at 4.45pm at the Main Office.

Please email postbox@ryders-hayes.co.uk if you would like to attend or would like your child to attend.

With Thanks.



This week, during Safer Internet Day we have focused on exploring respect and relationships online. This is a great opportunity to discuss with your child how they navigate the online world, while making a link to rights. Our activities explored the broad themes of Safer Internet Day with some of them linking to the right to relax and play (Article 31), protection from harm (Article 19) and to the importance of respect and dignity.

<h1>S</h1> <p>Stay Safe</p> <p>Don't give out your personal information to people / places you don't know.</p>	<h1>M</h1> <p>Don't Meet Up</p> <p>Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.</p>	<h1>A</h1> <p>Accepting Files</p> <p>Accepting emails, files, pictures or texts from people you don't know can cause problems.</p>	<h1>R</h1> <p>Reliable?</p> <p>Check information before you believe it. Is the person or website telling the truth?</p>	<h1>T</h1> <p>Tell Someone</p> <p>Tell an adult if someone or something makes you feel worried or uncomfortable.</p> <p>Follow these SMART tips to keep yourself safe online!</p>
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Resilience

This term, the Walsall Reflexions Team is focussing on the importance of resilience and building resilience in children. We are delivering assemblies on this topic as well as staff and parent workshops!



What is resilience?

- Being able to bounce back from a problem
- Being able to keep going despite facing challenges or failure
- Resilience is linked to words like 'strong', 'tough' and 'confident'



Is my child resilient?

- It is not always easy to tell if a child is resilient – they may seem and appear to be coping well but then struggle when faced with difficulties
- Other children may seem very upset initially but are able to recover and move on quickly
- It is best to think of resilience as a skill that can be learned and developed

- Parents can help their child build resilience and confront uncertainty by teaching them to solve problems independently.
- While the gut reaction of the parent might be to jump in and help so that the child avoids dealing with discomfort, this actually weakens resilience.
- Children need to experience discomfort so that they can learn to work through it and develop their own problem-solving skills. Without this skill-set in place, kids will experience anxiety and shut down in the face of adversity.



How can I help my child build their resilience?

1. Don't accommodate every need – encourage your child to do things independently appropriate to their age.

2. Teach them to problem-solve.

3. Don't provide all the answers and keep reassurance to a minimum. Instead ask your child what they think.

4. Let your child make mistakes and learn from them.

5. Help them manage their emotions.

6. Model resilience yourself.



How can I model resilience?

Show a Positive Outlook

Keep Trying

Show Patience

Stay Calm

View Mistakes as Okay

Show Affection

Listen and Understand





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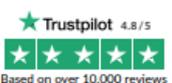
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- A packed lunch
- Plenty of water
- Suitable clothing for weather
- Lots of energy!



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10 Top Tips for Respect Online: INSPIRING CHILDREN TO BUILD A BETTER DIGITAL WORLD

Our ability to communicate with anyone in the world, at any time, via the Internet has grown at breakneck speed. For teachers and parents, it can feel impossible to keep up. Worrying about our young people is understandable, and not unjustified: in 2020, for example, one in five 10- to 18-year-olds experienced bullying online. Our tips highlight ways that adults can support young people's positive online behaviours: by adopting and following 'netiquette', we can show them how to avoid getting into difficulty as they learn to negotiate the continually evolving digital landscape.

WHAT IS NETIQUETTE?

Just like etiquette is a set of rules which guides and governs our interactions with others in everyday life, netiquette – etiquette on the net – is the framework which helps inform how we communicate with people online. The rules of engagement often aren't the same as a face-to-face meeting, so it's important that we can accurately 'read' situations in the digital world and know how to act appropriately.

1 ACCEPT DIFFERENT RULES

A lot of our interaction with others is helped by non-verbal signals like body language and facial expressions. Online, of course, many of these clues are missing. Talk to your child about why this makes misunderstandings more likely to occur in the digital world and why keeping in mind that online communication is a very different process can help to prevent difficulties from arising.

2 PRESS 'PAUSE'

It's so easy to do things quickly online that most people (adults included) habitually send or respond to messages without considering the consequences. Pushing 'the pause button' buys a young person some time while they ponder the golden rule: "Would I still say this if the other person was right in front of me?" You could practise this with your child on some made-up tricky situations.

3 THE INTERNET IS ADDICTIVE

Apps and sites use sophisticated algorithms and clever marketing to keep us engaged, while notifications to our devices are designed to draw us back in. It's no wonder that people continually return to the digital world, sometimes spending long periods of time there. You and your child could trial turning off notifications on certain apps and instead agree a time to check for updates manually.

4 BEWARE THE DARK SIDE

Setting a hurtful or unhelpful comment on social media or in a group chat can make the recipient feel publicly shamed. That's painful for anyone – but especially for a young person whose status in a group is integral to their sense of identity. Encourage your child to think about the best and safest way to send a message: for example, doing it as a private message rather than a public post.

5 HARMFUL INTERACTIONS

Unfortunately, it's very easy to send a hurtful message or to spread gossip and rumours online. We all know this happens regularly. Not having to deal with actually seeing the other person's distress usually doesn't help people to make a positive decision in the moment. It's important that trusted adults help children to visualise the potential consequences and have empathy for others.

Meet Our Expert

Dr Carole Frowde-Smith is an experienced counselling psychologist who, through her research, specialises in parenting safe and ethical online communications. She works with businesses and organisations to support positive and effective communication online, often by collaborating some of the more hidden aspects of the mediums.



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National Online Safety
#WakeUpWednesday

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