

Feb/March 22



# Monthly Head Teacher Newsletter

Dear Families,

Welcome to term 4! I am happy to report that Spring is most certainly on the way! School is beginning to bloom with daffodils, with warmer weather and longer days comes more positivity and more opportunities to get out doors –which is always a good thing! You may have noticed I was absent for a couple of weeks before half term, I was recovering from another operation and then unfortunately contracted covid during the first week back. I am happy to report I am recovered and back in business. We have another very busy term planned with lots going on. Please ensure you check your child's class page on the website.

## Good News:

Congratulations to Mrs Georgiou who is expecting her 3<sup>rd</sup> child

Congratulations to Miss Shepard who has qualified for the national gymnastics team championship finals! She leads our brilliant school gymnastic club!

## WHAT ARE BRITISH VALUES?

### British Values

**Individual Liberty** – The right to free speech ( to express opinions without censorship or restraint) as well as to act and express oneself in any manner within the law

**Democracy** - Democracy is a belief in freedom and equality, this is maintained by elected representatives in government.

- Democracy includes the protection of civil rights and human rights

**Mutual Respect and Tolerance** – Acceptance and respect of others beliefs, and not being discriminatory towards those beliefs

- Every human being has the right to be treated with respect and dignity regardless of their age, gender, ethnicity, sexual orientation, faith etc.

**Rule Of law** – All people are accountable to law ( including the elected government)

-It protects all people and allows the right to individual freedoms such as choosing your own religion

## KEY DATES

March

15<sup>th</sup> Parents evening

16<sup>th</sup> Resources Governors 6pm

17<sup>th</sup> Circus Skills workshops

18<sup>th</sup> **Red Nose Day (non-uniform)**

Sunday 27<sup>th</sup> Mother's Day

30<sup>th</sup> Reception School Nurse height and weight check

April

8<sup>th</sup> Term Ends

25<sup>th</sup> INSET DAY

Attendance Figure of Term 3:  
**93% needs improving**

(Local Authority Target is 95%)

Absences related to COVID are NOT calculated in our figures

Updated attendance policy can be found on the website

# Window Wanderland

Our pupils have created a display in the Sea Mills Museum with support from the Sea Mills and Coombe Dingle Climate Action Group. It was part of the local Window Wanderland night time walking trail. If you missed the excellent display it here is!



## Cultural Capital

At Sea Mills Primary School, our aim is for our children to join us on a learning journey, which will equip them for their future. We want our children to leave us at Year 6 with **a range of skills, deep knowledge, a love of learning and ambition.**

Cultural capital is the **essential knowledge that children need to prepare them for their future success.** It is about giving children the best possible start to their early education.

The term 'cultural capital' is not new. It is a complex theory that comes originally from the field of **sociology**, which involves **the study of society, including relationships, social interactions and culture.** It is important to recognise that everyone has cultural capital – **knowledge, skills and behaviours** – and that these accumulate over time through many **different experiences and opportunities.** Cultural capital is understood to contribute to **success in life**, for example, being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.



Cultural Capital is not something that is 'given' or 'taught'. It is about **culture, language, traditions and experiences**. At Sea Mills Primary, we want to celebrate the uniqueness of us all and **share our differences and individualism**. It is **beyond** the curriculum.

We have created a Cultural Capital Overview. These include all the aspects of Cultural Capital, which researchers have evidenced **enrich children's knowledge and understanding and will equip and prepare them for their futures**. Some aspects are covered in our curriculum, other aspects are explored in assemblies, incidental conversations and daily life at school. Other aspects can be discovered at home through experiences and conversations, especially when visiting places or on trips.

Please see Cultural Capital overview and feel free to download them and tick off each activity as your child experiences them! Sea Mills' [Cultural Capital Check List](#)





# HOW TO GET THE MOST OUT OF GOOD BOOK!



## READ FOR ENJOYMENT!

*Above any other purpose for reading a book together is reading for enjoyment. This alone will help you raise a child who LOVES to read. Take pleasure in spending time with one another, paging through favorite stories, using voices for the characters, admiring the illustrations and bonding over a good book. Read everything and read often...even if that means reading a favorite story over and over and over again!*



### **Ask Questions.**

Before, during, and after reading, ask your child questions! WH- questions are a good place to start: **Who** are the characters? **What** happened? **Where** did the story take place? **Why** did the character do what he/she did? Was there a problem and how was it solved?



### **Talk about the pictures.**

Illustrations are such a rich source of information for the reader. They work with the text to give the reader clues about the story. Ask your child what they see. Identify characters, colors, and facial expressions. Talk about the setting and the action happening on the page.



### **Search and find.**

If your child is a preschooler (ages 2-6), use the text and pictures to find letters, words, colors and shapes! For example, search for the letters in your child's name or have them point out the color red. This helps them see these things used in context and make meaning of the world around them.



### **I read. You read.**

If your child is a reader or learning to read, share the fun! You can alternate pages or even sentences. If they're still learning to read or if the text is too hard for them, read a sentence and let them repeat you. This is a great way to model fluency (reading smoothly without errors).





**Working together  
for SEND families**

Bristol, North Somerset and  
South Glos Parent Carer Forums

# An introduction to Autism in Children

(aged 0 - 7 years)

**Wednesday 23rd March  
7.00 - 9.00pm**

**FREE  
ONLINE  
TRAINING**



Wednesday 23<sup>rd</sup> March – 7-9pm – An Introduction to Autism (Age 0-7)

This is a special event for Parent Carers in Bristol, North Somerset or South Glos (BNSSG) who have a child (Aged 0-7) currently awaiting an Autism assessment.

We've been hearing from Parent Carers about the impact of being on the waiting list and we know you need help now!

For this project, the Bristol, North Somerset and South Glos (BNSSG) Parent Carer Forums have joined together to provide and host a range of online information sessions and face-to-face workshops.

This session is presented by Corrina Wood, Platypus Training and will focus on:

- Signs
- Symptoms
- Support
- Strategies

Even if your child does not receive a diagnosis of autism following assessment, the strategies you learn in this course are likely to still prove helpful.

Please click here to book: <https://www.eventbrite.co.uk/e/an-introduction-to-autism-age-0-7-tickets-262667785417>



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# An introduction to Autism in Young People

(aged 8 - 18 years)

**Wednesday 30th March  
7.00 - 9.00pm**

**FREE  
ONLINE  
TRAINING**



Wednesday 30<sup>th</sup> March – 7-9pm – An Introduction to Autism (Age 8-18)

This is a special event for Parent Carers in Bristol, North Somerset or South Glos (BNSSG) who have a child (Aged 8-18) currently awaiting an Autism assessment.

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