

HeathFarm
School
PRIMARY NEWSLETTER

AUTUMN 2024



A note from our Head of School

Claire Harrap Stanley



It has been wonderful to return to school this Autumn, we have welcomed many new students and members of staff, all of whom will be an asset to our school community. Students have been really engaging in the learning aspects of HFS as evidenced by the photographs below, there has also been an exceptionally bumper harvest of items grown and cooked by the students!

This term, the mock exams have been held with KS4 students taking them extremely seriously in preparation for the next exam series.

As we move into chillier weather, please ensure that your child has correct outside attire and shoes to enable them to safely access the site warmly.

This term, we are saying goodbye and best wishes to Louise Winter, Jon Smith, Julie Hilliard, Elysia Colwell and Luke Sellens, we wish them every success with their new opportunities. We have also waved temporary goodbyes to Hattie Gonzales and Tayla Drysdale as they begin their maternity leaves.

Have a relaxing half term and we look forward to term 2 starting on Monday 4th November.

REDWOOD

- Ms. Dodds



This term our 'Let's Explore' topic was a focus on 'All about Me'. Within Art, Redwood children have been learning and exploring how to safely use and explore a variety materials, tools and techniques, experimenting with colour, design and texture. The children have used their imaginations to create a variety of self-portraits using pencils and paint. Our recent lesson allowed the children to identify colours which helped them to create a cognitive link between visual clues and words. They also learnt to identify and describe colours, improving their ability to communicate and express themselves.

Teddy - "Look Miss Dodds, that's me holding my paintbrush and my water bottle".

EVERGREEN

- Ms. Gribble



This term, our thematic learning has been 'All about Me'. During our Geography lessons, we developed our knowledge of the area we live in. We started from as far away as Planet Earth and narrowed down to our local towns and villages. The class have worked hard compiling fact files about the countries that make up the United Kingdom, sharing anecdotal stories or facts about some of the Capital Cities. They have used Google Earth to share images of our homes, looking at the green spaces or built-up areas around

our familiar spaces.

During Google Earth session: "this is the way the bus takes me home then you go left and there's my house" - Summer

THE HIVE - Kate Riseley



During Autumn Term 1, The Hive have focused on becoming a group of busy learners that work together as a team. Our Thursday mornings in Forest School have helped develop our skills in determination, resilience, collaboration and friendship. Pupils have used marketing skills to 'sell' their dens, supported each other to balance on tightropes, persevered to use flint and steels to start fires and most importantly, had fun. As the year progresses, these skills will transfer into the classroom and make us a hive of learning activity!

"I like it because we can experience things you don't normally experience at school like climbing, balancing and lighting fires – it's fun!" Josh

PRIMARY 2 - Jasmin Lewis



This term for DT, we have been working towards making pencil cases. We started off by looking at how different pencil cases have been made and the decorative features that they have. Then we went on to explore different sewing techniques and chose one to practice. We also looked at different ways that pencil cases open and close and we had a go at sewing buttons and poppers. These skills have helped us to design and create our very own pencil case.

"It has been quite good, but I would like it if there were more materials. I have enjoyed learning the skills" Boaz

PRIMARY 3 - Jensie Shepherd and Shannon Pearce



This term in ICT, Primary 3 are focusing their learning on computer systems and search engines. This week we looked at how a search engine is a program that finds webpages on the internet. We discussed how the results when using a search engine are ranked, with the webpages that are placed at the top of the list usually being the most useful. At the end of each lesson we finish with a quiz, using either Blooket or Kahoot – which is great fun!

Ben – “ICT is really fun. I love learning about data and playing the ICT games.”

SECONDARY GATEWAY - Ciara Cavanagh



In our PSHE lessons, we have been exploring the important topic of travel safety. Students have been learning about potential dangers they might encounter while out in the community and have worked together to create a comprehensive list of safety precautions to follow in the local environment. Building on this, they designed informative posters to teach others how to stay safe when using the roads. Pictured here are some of our Secondary Gateway students, proudly showing off their creative and thoughtful work.

A quote from Emily Dumbrill “I enjoyed learning about the safety signs and making my poster”

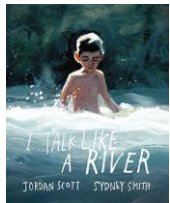
OUTDOOR LEARNING – Jo, Remy, Chay



We are very excited to share that after all the amazing efforts of students in Outdoor Learning through the year, the school has been awarded the **RHS Level 5 School Gardening Award**. This is the highest award we can achieve as a school, and acknowledges the students' commitment to Horticulture, gardening with members of the local community and keeping gardening at the heart of our school. The focus now is about ensuring the skills, knowledge, understanding and resources we have the focus now is about ensuring the skills, knowledge, understanding and resources we have established as a school are there for future children and young people to benefit

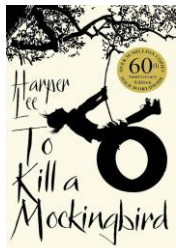
LIBRARY CORNER

Students are encouraged to choose an independent reading book from our library, which includes all our recommended reading books for each of the key stages.



This half term, the recommended reading book for KS2 is I Talk Like a River by Sydney Smith. This is about a little boy who has a stutter and how he uses his voice.

In KS3 this half term, students in Secondary 1 and Secondary 2 have been reading for pleasure The Goldfish boy by Lisa Thompson. This book is about a young boy, who turns detective and, in the process, learns strategies to manage his OCD.



In KS4 this half term, students are reading To Kill a Mockingbird by Harper Lee. The novel focuses on life in Maycomb in 1930s America and the prejudice faced by the black community.

SCHOOL COUNCIL

We have had lots of discussion around varied topics this half term and I have been blown away by the student's enthusiasm and challenge to improve their school site, classroom resources and more importantly, how they are actively using their ideas to empower change throughout the school from a student's viewpoint. I asked student council representatives what school council meant to them, and these are few of the comments the students shared with me:

"School council makes me feel good and I have to speak on behalf of others and support what they want mentioned."

"I think people think I am important and responsible, and this makes me feel really happy and proud inside."

"I was nervous to attend meetings at first, but once I started going over time, I really enjoyed going and I am not scared to speak out now and share my views with everyone."

"Students tell me they feel great when they are listened and taken seriously and make them feel special and responsible."

“School council at HFS is very constructive and listens to the students that attend and represent the school. They put the students’ needs before the staff, and they constantly fight and debate what students feel and need.”

“I like the biscuits we get when we attend meetings and how they are used to help us settle and remain focussed in the sessions.”

We all know how empowering student’s voice transforms a learner from being an observer to an initiator, but we have it in abundance in our school. As educators at Heath Farm School, we value and encourage growth mind-set for all our students and student voice is one of the best tools to achieve this. Heath Farm School’s goal of encouraging student voice is to engage and empower students, both individually and collectively, and to act on their empowerment in the quest for meaningful instructional experiences that will support lifelong learning. Teachers and support staff at Heath Farm School can develop different types of student voice in the classroom that will prepare students to exercise their voice effectively into adulthood. At Heath Farm School we facilitate learning experiences that encourage students to talk with one another and this provides opportunities for students to practice using their voice. Within these experiences, school staff can teach students words and phrases to accurately convey their thoughts and opinions. Teachers model active listening, explain how to express a connection to what another has shared or give examples on how to clearly articulate an opinion. Students are really starting to see and value the importance of our school council ethos and how this will further develop student voice across the provision. I am personally so proud to chair and be part of these meetings and see individuals grow in confidence week on week and the difference this makes with their social resilience going forward.

Well done students and keep doing what you do please!

IMPORTANT DATES

Monday 11th November – Friday 15th November – Anti-Bullying Week

Friday 15th November – Children in Need

Tuesday 26th November - Thrive induction/coffee morning 9:30-11:30

Tuesday 17th December – Reindeer and Santa’s Grotto

Friday 20th December – Celebration Assembly

Tuesday 11th February - Thrive induction/coffee morning 9:30-11:30

6 week Thrive workshop/course all 9:30-11:30;

Tuesday 13th May

Tuesday 20th May

Tuesday 3rd June

Tuesday 10th June

Tuesday 17th June

Tuesday 24th June

CONTACT US

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Visit us on the web at www.heathfarmschool.org

Embracing Thrive: a parent and carers guide



The Thrive Approach®

For over 25 years, Thrive has been working with schools, settings and organisations to support the mental health and wellbeing of children and young people.

Thrive equips educators with training, resources and an award-winning online tool, so they can better understand children and young people's needs and provide targeted, effective support.

With its focus on building secure relationships and providing positive experiences, Thrive helps young people to feel safe, supported and ready to learn.

Building positive relationships

The connections children and young people have with the adults around them are key to their social and emotional development. Thrive activities focus on providing positive experiences and building trusting relationships. This helps young people to:

- Feel good about themselves and know that they matter
- Feel safe and secure in school
- Improve their emotional wellbeing
- Improve their capacity to be creative and curious
- Build their self-esteem and confidence to learn
- Recognise and manage their feelings
- Think before behaving in a certain way...and much more!



How does it work?

Thrive equips educators with strategies and activities to help build young people's social and emotional skills, as well as develop their ability to manage stress and take on life's ups and downs.

The Approach is underpinned by neuroscience, attachment theory and child development research and is suitable for children and young people aged 0-25 years.

What difference does Thrive make?

Schools that have adopted the Thrive Approach have reported many benefits. These include calmer classrooms with fewer disruptions, improved attendance, reduced exclusions and higher achievements. To hear first-hand from settings already using Thrive, visit mythrive.uk/case_studies.

How will my child be involved in Thrive?

Your child will be profiled using Thrive-Online, an award-winning tool used to measure and monitor social and emotional development. Thrive-Online has behaviour and skills surveys that help staff to see where young people are in their development and identify any pupils who could benefit from additional support.

Thrive-Online profiling will be led by school practitioners who will:

- Assess classes, groups and individuals to see where they are in their social and emotional development
- Create targeted action plans to help pupils to manage their behaviour, build emotional resilience and become more open to learning
- Measure and report on progress over time

Find out more

There is lots more information on the Thrive website: thriveapproach.com.

“Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time.”

Parent

If you have any further questions please contact Nina or Heidi:

By telephone - 01233 712030 ext 5827

or by email - njones@heathfarmschool.org / hlockett@heathfarmschool.org

thrive
Removing barriers to learning

