

Head teacher's weekly newsletter.



All of this term's newsletter have been heavily focused on the curriculum offer at Haywards Farm School and key subjects in the school which has given us opportunity to share the amazing teaching experiences that go on, on a daily and weekly basis. This week while we do have a focus on two subjects the implementation of these subjects is done in a way which is embedded into every subject and reflects within the culture of the school which with our children we are creating. I thought it would be good to share some of my experiences within the school from last week. I spent some time over two days in Maple Class, where I was thrilled to work alongside students and was able to see the progress which they have made since transitioning into the school. I was singing with excitement to read to the students while they ate their toast and drank their hot chocolate, what a super book they are currently reading as a class!

With this in mind, I will be giving end of term awards to:

- ✓ **Hayden** for keeping me on track and refusing to change the timetable as he didn't want to miss any learning. These characteristics show a real representative of our school values of being "inspired" the growth in Hayden is outstanding.
- ✓ **Good work Hayden I am super proud of you! Dylan** for using the scaffolding I offered which enabled him to complete some truly amazing English work, without any resistance. Which resulted in both **Dylan and me feeling super proud of him** and these characteristics reflecting our school value "Be safe" to learn and take on support offered.
- ✓ **Joshua** - For having a head of ideas and for fitting into his new class so truly awesomely, while gaining an understanding that he can rely and have trust in the team to support him in a way that suits him. Joshua showed the characteristics of being Inspired and belonging, **Joshua your awesome and thank you for building the guineapigs run!**
- ✓ **Noel** - For being super unique in his approach to learning but getting the job done to ensuring the lesson was purposeful. Noel showed the characteristic of being Inspired and Belonging. **Stay focused Noel because when you do your work is truly amazing, Reading to you this weeks was one of my highlights.**
- ✓ **Jack** for showing absolute kindness and support when sharing his answers and helping his classmates within Maths. Jack showed the value of helping others to belong, be inspired and feel safe.
- ✓ **Marshall** has to get a mention for his absolute kindness towards his peer on Friday where he used all of the schools' techniques to try and support his peer by modelling beautiful language and kindness which is shown to our students by our staff.
- I was thrilled to also get some time with **Jamie and Harley** who allowed me to share some of our online posters about legal age requirements when accessing online platforms, these two buddies will be sharing their findings with the rest of their school next week.

We end the week, with staff and myself being really proud of our children/students and looking forward to the end of term celebrations.

Cross Curricular Learning

Our children have lots of opportunities to embed learning from different subjects throughout different subjects and opportunities. PSHE is a subject that runs throughout our school life and is embedded using our Thrive approach and use of the Stables. British values and SMSC (Spiritual, Moral, Social and Cultural) can be seen on every WALT as it is an essential element to ensuring our children becoming well rounded purposeful learners. Transferring skills and knowledge learnt in English into all subject areas is encouraged and skills are displayed on learning walls for children to draw upon and utilize in all lessons. PE utilizes skills from Maths, PSHE and Geography as well as the OAA (Outdoor and Adventurous Activities) element of the curriculum at the Paddocks. At the Paddocks learning is reinforced through applying skills practically such as History and Art merging to create scenes from a topic using natural resources.



British Values and SMSC

British Values and SMSC run throughout all of our subjects and are implemented within all subject policies and learning objectives. In doing so this allows personal development to be completely cross curricular with every subject and lesson implementing these skills in some way. Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Haywards Farm School, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

<p>WALT: Discuss different religions</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explore Islamic art I can compare Islam in Morocco and UK I can explore and discuss Islamic life <p>Progression Steps:</p> <p>Step 1:</p> <ul style="list-style-type: none"> Reflects a story behind a historical celebration Identifies how followers of a religion receive guidance on how to live Describes traditions, giving an example of what happens at one of these times (based on understanding) Describes and suggests meanings for some religious gestures Identifies some key religious symbols (what some symbols from a holy book might mean in practice) Explains the different types of writing contained in a holy book, e.g. stories, songs, instructions Explains how a holy book is treated and refers to how special it is Draws simple maps of a religious building in a special place <p>Step 2:</p> <ul style="list-style-type: none"> Recognises some activities and feelings that are involved with faith Recognises why a holy book is important and how it is used Recognises that there are some experiences which cause people to worship and pray Explains how believers show devotion to their God Identifies differences in beliefs Comments on simple similarities between religions, e.g. practices can be found in more than one religion Identifies similarities in religious stories, e.g. year and wonder, Jesus identifies and explains the moral of a religious story Makes links between the idea of their own different religion Identifies some key religious symbols and studies links between their actions and religious beliefs Describes the meaning of rituals, comparing those between religions Describes what the religions teaches about what happens after death Describes how and where religious texts are placed, including the ritual involved Describes a range of symbols and their meaning Describes a range of beliefs in a religion <p>Step 3:</p> <ul style="list-style-type: none"> Compares and contrasts religions, symbols and their own views Explains how objects across religions and how they relate to religious beliefs Compares ways of life in different religions Makes comparisons between worship in different religions Describes the parts, functions and meaning of worship Recognises that actions in worship often have symbolic meanings Identifies and understands the significance of symbols found in a place of worship Notes similarities and differences between the way faith groups worship Identifies similar beliefs and ideas between religions Explains the main features and significance of a religious ceremony using technical vocabulary Defines and uses more technical vocabulary related to religious practices, e.g. sacraments 	<p>What does my teacher think about my learning?</p> <p>GREEN: WALT met independently ORANGE: WALT partially met RED: support needed Red = WALT not met.</p>
<p>British Values: Mutual Respect. We treat each other with respect</p>	<p>SMSC: Symbolism: Reflecting on experiences</p> <p>How do I feel about my learning today?</p>

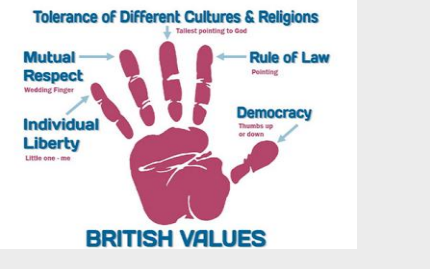
Dates for the diary:

Monday- Cherry, Red Oak and Maple at Stables, Willow at Paddocks.

Tuesday- Maple and Willow Sailing

Thursday- Willow at Stables, Cherry, Red Oak and Maple at Paddocks.

Friday- Willow and Maple Together as One workshop. Enrichment for all classes.



Further updates:

Student Voice at Haywards Farm School:

Watching our children grow and become more aware of their needs to self-regulate we take listening to our children's suggestions seriously.

Here are a few things the children have voiced that we have implemented into school life:

- Harlow: "We should go to Clip and Climb for one of our PE lessons"- well we listened and took Willow class.
- Hayden- "I really need a punching bag so that I can get any anger out". Jamie, Jaz, Elliot and Harley also agreed they would like this so we have actioned this and turned our back barn into a boxing themed self-regulation area.
- Jessica and Skylar- "Can we go to soft play to help us be friends and play together?"- yes you can and they did go last Friday.
- Marshall- "Sometimes I need to run to get some extra energy out, can we go for a run sometimes?"- and we did, Emily put on her running shoes and took Marshall for a run around the community.
- Alfie and Josh- "I love building and creating things"- we hear you both and that's why we have started our gardening sessions during Thrive time.
- Maple class absolutely love their Thrive sessions where they play dungeons and dragons and wanted some figures so Hannah took them to Eclectic games where they chose their own characters and are due to paint them this week.



Together as One Workshops for Maple and Willow Class

Together As One is staffed by a small but committed team comprised of facilitators, conflict resolution specialists, youth workers, mental health practitioners, and SEND leads. Our aim is to challenge prejudice and to run workshops to support young people with finding their place within the community. Together as one will be running workshops with our young people which have started last Friday themed on Identity, Community cohesion, Prejudice, The Power of Words and When we don't choose the right words.



Willow Class- This week in Willow Class the children worked hard in our place value work in maths, using place value counters up to 100,000 to solve problems and complete calculations. In English the children were able to write their own persuasive text based on our text Stonewall. The children did a great job of promoting the different features and using a range of punctuation. We have also been doing a great job reading this week both individually and as a class! In History, we learnt about what life was like for Victorian children using a range of different sources including the internet, books and photographs. The class ended the week with a walk and trip to the shop followed by some class games of cards and chess.



Maple Class-This week in Maple Class, we have been exploring persuasive texts by writing rhetorical questions and using them in the beginning paragraphs of a leaflet about the Stonewall Inn. In Maths, we have been exploring enormous numbers! Looking at place value up to 10,000,000! In history, we have been learning that a trapper was a child who worked down the mines during Victorian times, opening and closing doors to allow fresh air through. On Friday, we went on a class trip to Reading on the train. It was a great opportunity to build confidence, independence and responsibility skills.



Cherry and Red Oak Class- In PSHE lessons, our topic was “Appreciation for our friends”. Children from Cherry Class learned how to listen to each other and used kind words to describe each other. In History we have been learning to use different sources to find out information about King Henry VIII. We found out that he was very rich and loved to spend his money. At forest school, we designed and then built a castle for Henry VIII. Our children worked along with our staff and maintenance team to solve the real-life problem at the paddock. What a great life skill they have built through teamwork and collaboration.



Have a restful weekend, Alex.

Follow us on Facebook

