

## Friday Flyer – Friday 31<sup>st</sup> March 2023

Dear Parent

Thank you for your support over the spring term. It has been great to see all pupils progressing and enjoying their time at school. As we break for Easter, I wanted to share with you some of the work we have been doing around our curriculum as well as celebrating some of the achievements and events over the past few weeks.

### Before and After School Club

We wave a fond farewell to Donna, our club manager, as she moves onto another school to lead their club full-time. We are excited to announce that Summer Turner will be joining our wrap around team at Kelsall Primary & Nursery School on Tuesdays and Thursdays. Summer is a trained Dancer and Dodgeball Coach and will be our sports lead moving forward.

#### Breakfast Club

- Operates Monday to Friday during term time
- Open from 7.30am – 8.40am
- Located in the school hall
- Children are offered a selection of healthy breakfast items

• **Cost £5.00 per session**

#### After School Club

- Operates Monday to Friday during term time
- Two sessions to provide flexibility to working families
- Children attending the early session are offered a selection of healthy snacks.
- Children attending the full session are offered a further healthy snack at 4.45pm.

Early Session – from 3.15pm – 4.45pm • **Cost £6.00 per session**

Full Session – from 3.15pm – 6pm • **Cost £12.00 per session**

Payments are made in advance via ParentPay as per our terms & conditions.

To book onto club please contact the school office; **01829 752811**

More information here: [Kelsall Primary School: Before and After School Club](#)

**KELSALL Club**



### Attendance

Attendance at school is important both academically and for social/emotional reasons. Whilst we understand that pupils will be absent from time to time due to illness; absence from school for other reasons should only be for exceptional circumstances. As a school we look at each request for leave from school on a case by case basis.

**Holidays taken in term time will be subject to a fine.** Where **attendance** falls below **90%** for any pupil, **we will contact you** to discuss this and put in any additional support needed. Persistent absence can also result in a fixed fine.

### Routines

Thanks for your support in using the pedestrian entrance only this term. There are still a handful of families that are using the car parks to enter school. Cars are always coming and going so do not walk through these areas.

**A reminder too that dogs should NOT be brought onto the school playground.**

## Camp Curiosity/Storyhouse

Week beginning	Lottie - STORYHOUSE				Gemma – CAMP CURIOSITY	
	9:15 – 10:30	10:45-11:45	1:15 – 2:00	2:00 – 3:00	Morning	Afternoon
17 <sup>th</sup> April 2023	1	2	3	4	6	3
24 <sup>th</sup> April 2023	1	2	3	6	4	5
1 <sup>st</sup> May 2023	Nursery	Reception	3	4	2	1
8 <sup>th</sup> May 2023	3	4	5	6	Nursery	Reception
15 <sup>th</sup> May 2023	1	2	3	4	6	5
22 <sup>nd</sup> May 2023	1	2	Nursery	Reception	4	3



## Girl's Football

Well done to our girl's football squad who came third place at an inter schools tournament at Tarporley High School last week. They won three games, drew one and lost one. All played with enthusiasm and were cheerful and friendly in wins and defeats. Special mention to Eleanor who played superbly in goal.



## Girl's Basketball – Y5 & Y6

On Monday the 3rd April 2023, 12.30pm - 3pm at the Ellesmere Port Sports Village we would like to invite your child to take part in this FREE basketball session within the sporthall.

The children will need to wear any sporty clothing and trainers, along with a drink and snack.

This event has been sent up in conjunction with the SSP, Cheshire Phoenix and Cheshire Roar, the children will work alongside coaches from both these clubs

Following on from the successful Girls Only Basketball competition in February, we wanted to create a pathway for the girls who took part. This session will help develop their basketball skills as well as keeping them in touch with the Cheshire Roar female coaches.

The intent is then to create a club section within Ellesmere Port for any interested players.

With the support of both Cheshire Phoenix and Roar we hope that we can offer this amazing opportunity to the girls of Ellesmere Port.

If you require any further information about this event then please contact the School Games Organiser - Mark Poole on the following email; [mpoole@rossmore.cheshire.sch.uk](mailto:mpoole@rossmore.cheshire.sch.uk)









Click on this link to register your child **TODAY**- [Koboca - Ellesmere Port SSP 'Girls Only' Easter Camp](#)





## Easter Egg Competition

Wow!! So many egg-cellent comegettition entries this week that it was so hard to choose the winners. They are all so creative and we all loved the egg puns. Thanks to everyone for your hard work and creativity. You've made the staff smile and laugh. Our winners are;

			
<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>
			
<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>



## The Nest

Our Nest is a superb sanctuary where pupils across school can be supported by our **ELSA** (Emotional Literacy Support Assistant) trained **Learning Mentor** – Mrs Whiteside. The Nest has its own entrance and a wide range of resources to support pupils and teachers. Mental health and well-being is an important part of our ethos at Kelsall and **The Nest** brings together a range of resources and strategies to do that in a highly effective way. Mrs Whiteside has recently taken courses in **Drawing Therapy** and **Lego Therapy** to support her role. We will keep developing our **Nest Padlet** to share a range of online resources - [The Nest \(padlet.com\)](https://www.padlet.com)



## Parent Survey


Thanks to everyone for completing our survey. We welcome feedback and work hard to continually improve school for pupils, staff, parents and the wider community. We won't always get it right and where we fall short of our own high standards, we will always work to make improvements and changes. Please do contact me if you want to raise anything.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know N/A</b>
<i>When I have raised concerns with the school they have been dealt with properly.</i>	32%	46% <b>(78%)</b>	0%	0%	22%
<i>Does your child have special educational needs and/or disabilities (SEND)? (yes/no)</i>	Yes - 6%	No - 94%			
<i>If yes, 'My child has SEND, and the school gives them the support they need to succeed.'</i>	1%	7.2%	3%	0%	89%
<i>The school has high expectations for my child.</i>	30%	58% <b>(88%)</b>	4%	0%	8%
<i>My child does well at this school.</i>	36%	57% <b>(93%)</b>	3%	0%	4%

**94** parents answered the survey

## Curriculum

Over the past term staff have been working hard to refine and develop their curriculum maps. These show the key areas of learning for each class with detailed information about core knowledge and vocabulary. In addition we have been developing the language of creativity across all subject areas as well as focusing on supporting all pupils including those with SEND. The new documents will be uploaded to the website soon. Opposite is an example of some of the key changes and below a Geography example for Y2. The end points are the vital, important knowledge, skills and understanding that we want pupils to know and learn. These sequentially build year on year.





**Creative and Inclusive Practice at Kelsall Primary & Nursery School**

At Kelsall Primary & Nursery School we know that the knowledge and skills that flow from a progressive and well sequenced curriculum are vitally important. They enable pupils to build on prior knowledge and skills acquired in previous years and work towards a better understanding of each subject area. We are also aware of how learning to learn skills and interpersonal skills are equally important to support pupils in becoming effective learners, contributing to a better world. We want our pupils to have agency, belonging and purpose. Through our Creative Habits model, we aim to grow our pupils' creativity. The creative ability to be Collaborative, Reflective, Persistent, Inquisitive, Imaginative and Caring. Attributes skills and knowledge that will support our pupils to become confident, autonomous learners.


When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.





\*With reference to **'Embedding Inclusive Practice'**, NASEN

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Geography</div> <div>End Points</div> <div></div>	<div>To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them.</div>	<div>To identify the United Kingdom through maps, atlases and globes and to compare a small area of the UK to a contrasting non-European country comparing their land use, communities and connections to describe life on these islands.</div>			<div>Use geographical vocabulary (compass directions, locational language) to describe the physical and human features of Kelsall</div>	<div>Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world</div>
<div>Curriculum Objectives</div> <div>(Substantive Knowledge)</div>	<div>Locational Knowledge</div> <div>Name and locate the world's <b>seven continents</b> and 5 oceans</div>	<div>Place Knowledge</div> <div>Compare and contrast physical similarities and differences of a small area of Chester against a small area in a contrasting non-European country</div> <div>Locational Knowledge</div> <div>Name, locate and identify <b>United Kingdom</b> surrounding seas</div> <div>Place Knowledge</div> <div>Capital cities of 4 countries.</div>			<div>Human and Physical Geography</div> <div>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</div>	<div>Human and Physical Geography</div> <div>Analysis of the seasonal and daily weather patterns in the UK (compared to Non EU contry</div>
<div>Geography Fieldwork &amp; Skills</div> <div>(Disciplinary Knowledge)</div> <div><div><div></div></div><div>Use simple fieldwork and observational skills to study the geography of Kelsall school and the key human and physical features of its surrounding environment.</div><div><div></div></div><div>Use simple compass directions (North, South, East and West) and locational and directional language</div><div><div></div></div><div>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</div></div>				<div>Key Vocabulary</div> <div><div><div>Antarctica</div><div>Africa</div><div>Asia</div><div>Europe</div><div>South America</div><div>North America</div><div>Australia</div><div>climate</div><div>weather</div><div>system</div><div>cartography</div><div>climate</div><div>change</div><div>ozone</div><div>habitat</div><div>oceans</div><div>north</div></div><div><div>Irish</div><div>English</div><div>Channel</div><div>Indian</div><div>Pacific</div><div>Atlantic</div><div>Arctic</div><div>patterns</div><div>clouds</div><div>wind</div><div>rain</div><div>storm</div><div>pressure</div><div>high</div><div>low</div><div>rainfall</div></div></div>		

## Diary Dates

Friday 31 <sup>st</sup> March 23	School Closes for <b>EASTER BREAK</b>
Monday 17 <sup>th</sup> April 23	School opens for pupils
Mon 17 <sup>th</sup> April to Fri 21 <sup>st</sup> April 23	<b>Y5</b> to Isle of Man
Monday 1 <sup>st</sup> May 23	<b>MAY DAY</b> – School closed
Monday 8 <sup>th</sup> May 23	<b>KING's Coronation Day</b> – School Closed
Tuesday 9 <sup>th</sup> May – Friday 12 <sup>th</sup> May	<b>Y6</b> SATS Tests
Tuesday 2 <sup>nd</sup> May 23	School opens for pupils
Thursday 25 <sup>th</sup> – Friday 26 <sup>th</sup> May	<b>Y3</b> Residential - Delamere
Friday 26 <sup>th</sup> May 23	School Closes for <b>HALF TERM</b>
Monday 5 <sup>th</sup> June 23	<b>INSET Day – Staff ONLY</b>
Tuesday 6 <sup>th</sup> June 23	School opens for pupils
Friday 21 <sup>st</sup> July 23	School Closes for <b>SUMMER HOLIDAYS</b>



Has someone done something online that has made you or a child or young person you know, feel worried or unsafe? Click on the link to the left



Follow us on Twitter.  
@KelsallSchool

**Be Curious, Creative & Kind**

**Have a lovely weekend**

**Mr Wearing, Mrs White and the Kelsall TEAM**