



## Jarrow Cross Church of England Primary School

“Encourage one another and Build each other up.”

(Thessalonians 5:11)

### Newsletter 5: Friday 13<sup>th</sup> March

In the two weeks since our half-term break there has been lots going on!

Each class has received a visit from a conservation artist named Jane McCracken as part of our cultural match programme. This programme also includes the trips that all children throughout the school will be going on to South Shields Museum to view ‘The petit Bras of the Seine at Argenteuil’. Monet’s masterpiece is on display as part of a tour from the National Gallery in London. The work depicts a winter’s day on the banks of the river which will reinforce themes of art and nature that children have been working on with Jane. Miss Fail and Miss McNally have spent a great deal of time organising these opportunities for our children this term and I wish to thank them for their efforts.

We had a wonderful day last week for World Book Day. Our focus on school was on poetry with children writing ‘I come from...’ poems. The standard of work produced was outstanding, demonstrating the powerful sense of identity, humour and range of emotions that our children experience. I have included a selection of these in today’s newsletter. Some of our Y6 pupils visited Jarrow School to take part in a reading themed competition where they finished in first place despite being up against several teams of Y7 pupils.

As we near the summer term, I also wanted to thank you for the support you have provided regarding correct school uniform however I would like to clarify correct uniform on PE days. In line with our policy, children should be wearing plain black joggers, that are unbranded, as well as a plain white or branded school t-shirt. Could I also remind you that our jewellery policy allows a wristwatch and pair of stud earrings. Staff will ask children to remove other pieces of jewellery. Furthermore, makeup is not allowed and this includes lip gloss. Children will be pleased to hear that we are going to have a ‘Break the Rules Day’ for Comic Relief that you can read more about further on in today’s newsletter.

Mr Taggart

Please ensure you have made an appointment for our parent/ teacher meetings.

### **Monday 16<sup>th</sup> March (Face to face appointments)**

- Reception
- Y1 Miss McGuire
- Y3/4 Miss McNally
- Y5 Miss Glen
- Y5 Mrs Wilson

### **Tuesday 17<sup>th</sup> March (Face to face appointments)**

- Y1 Miss Elcoate
- Y2 Mrs Watson
- Y6 Mrs Watson
- Y6 Mrs Stavers

### **Monday 23<sup>rd</sup> March (Face to face appointments)**

- Y3/4 Mrs Peacock
- Y3/4 Miss Fail

### **Tuesday 24<sup>th</sup> March (Face to face appointments)**

- Extra sessions for Y3/4 only



Year 1E during their session with Jane



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### Healthy Minds

As part of our whole school approach to mental health and wellbeing, the Healthy Minds Team will be delivering “Everyone Feels” workshops to Reception and Year 2 pupils this term. This is a three-week intervention, with one session being delivered per week. Within these sessions, children will be introduced to strategies to support different emotions such as Worry, Anger, Happiness and Sadness as well as understanding how these emotions may present.

Children will be taught the fight/flight response to worry and the physical sensations our bodies can feel as a result. They will also be supported to understand and recognise situations which may trigger anger within themselves using the anger iceberg. Following this, children will be taught breathing strategies and grounding techniques to support regulation. With sadness, children will be taught the benefits of activity planning and the impact this can have on mood, similarly with happiness, children will identify small tasks or aspects of life which make them feel joy. These sessions will then end with the introduction of the Zones of Regulation and how these can be used for those who may struggle to verbalise and discuss emotions with others.

Ways you can support at home:

Parents can model noticing and naming emotions at home to support emotional literacy. The Zones of Regulation is a useful strategy to introduce at home if naming or discussing emotions is challenging for your child. Additionally, a self-soothe box or basket can be made to support € possible suggestions may include fidget toys, sensory toys, cuddly toy etc.

Miss Stobbs, Family Worker



**COMIC  
RELIEF**

### Break the Rules Day

To celebrate Comic Relief we will have a ‘Break the Rules Day on Friday 20<sup>th</sup> March’. Children can pay a pound to break several of our normal everyday rules!

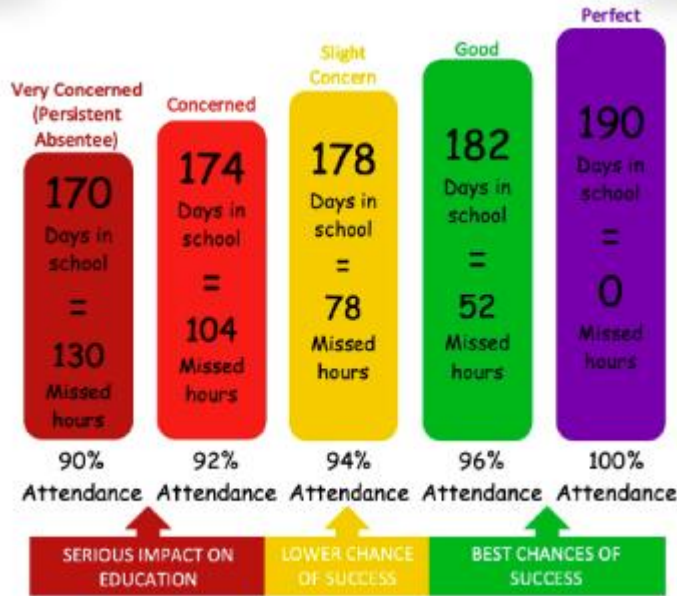
Pupils can: have a crazy hairstyle, dye their hair, wear what they want, put on some make up and even have tattoos (fake ones of course!!). We think this will be a great way of having some fun and being able to celebrate our individuality – all while raising money for a good cause.



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## Attendance

It is essential that children have consistently good attendance. 90% sounds like a high standard but being at this level or below is defined as being **persistently absent**. Children who are persistently late or absent soon fall behind with their learning which impacts on their progress and ability to meet age related expectations.

It is parents' responsibility to ensure that children arrive on time. Being punctual is an important life skill and gives children good habits to take forward.

Please ensure that absences are reported by leaving a message on the school answer machine, by 9am, or by speaking directly to staff. The reasons for the absence need to be clear and specific. The office staff may need to contact you to clarify the reason for an absence.

## Jarrow Cross attendance 2<sup>nd</sup> to 6<sup>th</sup> March

Student Group	:	Present R/C
		Marks (%)
ReceptionA		91.8%
Year 1E		100%
Year 1M		97.65%
Year 2S		91.82%
Year 2W		90%
Year 3/4F		94.44%
Year 3/4M		97.2%
Year 3/4P		93.85%
Year 5G		89.05%
Year 5W		96.82%
Year 6S		98.42%
Year 6W		88.57%



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### Lenten Challenge

In the last few weeks we have been exploring our school vision in the context of Lent. Worships have focussed on the journeys that St Paul made and we've thought about how we, as a school community, can build each other up particularly with regards to the words we are using. The children have learned about what St. Paul said in some of his letters and reflected upon what that means for us in the present day. Supporting children to build and maintain good relationships is an important part of their development.

I come from...

I come from sleepovers every Friday night,  
laughing so hard our stomachs hurt.

Buying rank stuff from the corner shop and nearly  
throwing up. I come from chippys if my dad is tired,  
garlic sauce and greasy chips. And a large Lango ice  
blast to swallow it down but only the blue one!

I come from playing out on the streets till nine,  
from going to the cemetery and scaring everyone  
half to death and hearing random noises in the  
bushes and hiding. I come from my dog running  
to the door with his unicorn toy that's on the  
brink of death, sopping and sagging in his  
mouth. I come from rite.

I come from...

I come from the abandoned house in the dark  
woods,

I come from the deep dark forest where monsters  
could come any moment,

I come from survival and darkness,

I come from peaches and tea,

I come from strange masks,

I come from cold and loneliness,

I come from nice pyjamas,

I come from bones and snow,

I come from a bottomless hole that never ends.

I come from tall trees and mysterious things,

I Come From

I come from music, where nothing is ever cheap.

I come from the middle of nature, where birds sing sweet songs.

I come from music, where everything is a dance battle.

I come from food, where my face has always got something on it.

I come from my dad who is as rough as sandpaper but as playful.

I come from my mom, the best in the world.