



# Newsletter

Summer Term - 14th June 2024

## A Message from the Head



The sun has finally caught up and we have had a great couple of weeks in school.

Sports day was a roaring success and we are sure you will join us in thanking Mr. Taylor for his fantastic effort in organising such a successful event! We are really thrilled with the opportunities we have now in partnering with so many different organisations. Sports day was a great example of this and we are working in the background to book Brighton College again for next year.

Proud To Be Me Day has also been wonderful. Children have wowed us with their colourful attire and we feel incredibly proud to be part of such a kind and inclusive community.

Our Soccer and STEM day in year 5 kept our children engaged for a full day combining a love of sport with technology!

Tomorrow is our Summer Festival! Our amazing QPSA have put so much effort into making sure we have a successful event so please do spare a little bit of time on your Saturday to come and be together and support our school at the same time. There's even an opportunity to get some of the staff, including me, wet in the stocks!

It's the first ever Queen's Park Junior Park Run on Sunday 30th June at 9am. This event is an open event for children from all over Brighton. It would be great to get as many Queen's Park Children into this so please do pop along. More details can be found here - <https://www.parkrun.org.uk/queensparkbrighton-juniors/>

If you don't yet follow our Instagram page, please do sign up. We try and upload photographs of our events throughout the week to keep you up to date with what's going on in school.

I hope to see as many of you as possible on Saturday!

*Mrs. E. Gale*





# SEND

## timeline infographic

### INITIAL CONCERNS

CLASS TEACHER - If the class teacher is concerned about your child's progress, they will have an initial conversation with you to discuss any additional support they think your child may need at school and home.

### INITIAL CONCERNS

### CONTINUED CONCERNS

CLASS TEACHER - Through discussions with parents and carers the class teacher will decide whether the concerns need to be escalated to the headteacher and SENDCo at a termly pupil progress meeting.

### CONTINUED CONCERNS

### TIER 1 SUPPORT

Through the pupil progress meetings, additional in class support will be outlined and the class teacher will implement this.

TIER 1 SUPPORT WILL ONLY BE NECESSARY IF CHILDREN ARE NOT MAKING PROGRESS WITH APPLIED CLASSROOM ADAPTATIONS

### TIER 1 REVIEW

After a term of implementing adaptations outlined at the PPM, there will be a review of the child's progress and a decision on next steps. Where a child is now making progress, the support may continue and this will be continually monitored.

TIER 1 SUPPORT WILL BE REVIEWED REGULARLY AND, IF CHILDREN ARE MAKING PROGRESS, THERE WILL BE NO NEED TO MOVE TO TIER 2.

### TIER 2 SUPPORT

If the in class support has not been successful, tier 2 support will be outlined during the PPM. This will be additional support to the in class provision e.g. speech and language intervention.

TIER 2 SUPPORT WILL ONLY BE NECESSARY IF CHILDREN ARE NOT MAKING PROGRESS WITH TIER 1 SUPPORT.

### TIER 2 REVIEW

After a term of implementing tier 2 support, there will be a review of a child's progress and a decision on next steps. Where a child is now making progress, the support may no longer be required or support may continue with new targets.

TIER 2 SUPPORT WILL BE REVIEWED REGULARLY AND, IF CHILDREN ARE MAKING PROGRESS, THERE WILL BE NO NEED TO MOVE TO TIER 3.

### TIER 3 SUPPORT

If the tier 2 support has not been successful, external professionals will be consulted (with parental permission). Any advice provided will be used to adapt the additional support in place.

TIER 3 SUPPORT WILL ONLY BE NECESSARY IF CHILDREN ARE NOT MAKING PROGRESS WITH TIER 2 SUPPORT.

### TIER 3 REVIEW

After a term of implementing tier 3 support, there will be a review of the child's progress and a decision on next steps. Where a child is now making progress, the support may no longer be required or support may need to be adapted.

TIER 3 SUPPORT WILL BE REVIEWED REGULARLY AND, IF CHILDREN ARE MAKING PROGRESS, THERE WILL BE NO NEED TO MOVE TO AN EHCNA.

### EHCNA

If the support provided has not enabled a child to make progress, the SENDCo will request an Education, Health and Care Needs Assessment (EHCNA) from the local authority. This may take up to 1 term.

AN EHCNA WILL ONLY BE REQUIRED WHERE SUPPORT NEEDS TO BE ABOVE THAT WHICH IS NORMALLY AVAILABLE WITHIN A MAINSTREAM CLASSROOM.

### EHCP

Through the EHCNA, the Local Authority will decide whether they believe a child's needs can be met in school or whether to issue an Education, Health and Care Plan (EHCP). This can take up to 20 weeks.

AN EHCP WILL ONLY BE ISSUED WHERE THE LOCAL AUTHORITY CONFIRMS THAT A CHILD'S NEEDS ABOVE THAT WHICH IS NORMALLY AVAILABLE WITHIN A MAINSTREAM CLASSROOM.



# What's happening in Geography



In the Early Years Foundation Stage (EYFS), Geography learning is recognisable within the area of learning entitled 'Understanding the world' which involves "guiding children to make sense of their physical world and their community". At Queens Park, our reception children are given the opportunity to meet important members of our local community such as police officers, nurses and firefighters as well as visit important community spaces such as the Jubilee library. Our curriculum also allows our children to explore the physical world by interacting with role play areas, These mimic different geographical contexts such as a desert island and seaside.

Beyond EYFS, our KS1 and KS2 curriculums develop pupils': locational knowledge – children's conceptual understanding of space in the world. place knowledge – they study of a range of places near and far to provide a rich context for geography and build an understanding of the concept of diversity and interconnectivity. knowledge of physical, human and environmental geography – to include physical processes and cycles, human systems and the interaction between physical and human processes (environmental geography).

In addition, enquiry is built into Geography learning at Queens Park in order to provide pupils with the opportunity to follow their natural curiosity of the world around them and fieldwork/trips are planned to enable them to gain an understanding of places For example in response to the question 'Does Brighton need a green space like Queen's Park?', year 3 have visited the park this term on a mission to gather data about who or what (i.e. people and/or wildlife) is using the space (see photos). They followed a hand-drawn map to navigate the park and recorded on a tally chart the number of occurrences of the different types of activity that were observed and added symbols to the map to plot whereabouts in the park these were seen. The experience of conducting fieldwork such as this enables pupils to draw conclusions about real-world questions based on evidence, rather than personal views, and to work like a geographer.

Finally, our geography offering serves to develop amongst our pupils a sense of personal and ethical responsibility and duty for the world that they live in. We aim to develop pupils' aspirations for the future in terms of living in a way that has less impact on the natural world and campaigning for action that minimises human/animal suffering. For example year 5 this term have learnt about the connection between human activity and climate change, in particular the burning of fossil fuels, and they have studied actions that would be healthier for the

planet. This has extended into a DT 'Eco pioneers' project where children have created a prototype to positively impact the environment in the local community. Well done year 5!







# Y6 Take Shelter Trip



As part of their learning on WW2, year 6 went on a trip to Downs Junior School to visit the Take Shelter museum. It was fantastic to experience the actual bomb shelter and to talk to older people about their experiences of living through the Second World War.





# KS1 & KS2 SPORTS DAY

# START



On Monday QPS hosted its first joint KS1 and 2 Sports Day on Brighton College's premier sports ground.

It was a fantastic morning of physical activity and the children looked brilliant in their house colours.

All four house competed with passion and good spirits during all the activities and the finale of relay races was exciting and raucous with support.



A big thanks to all the families who attended and for supporting your children and the school on such an important day of P.E and sport for our school.

As it was such a success, we hope to host it again at Brighton College next year.

Finally, congratulation to Green (Alex Sheffler) House for narrowly winning the Sports Day trophy!



# FINISH

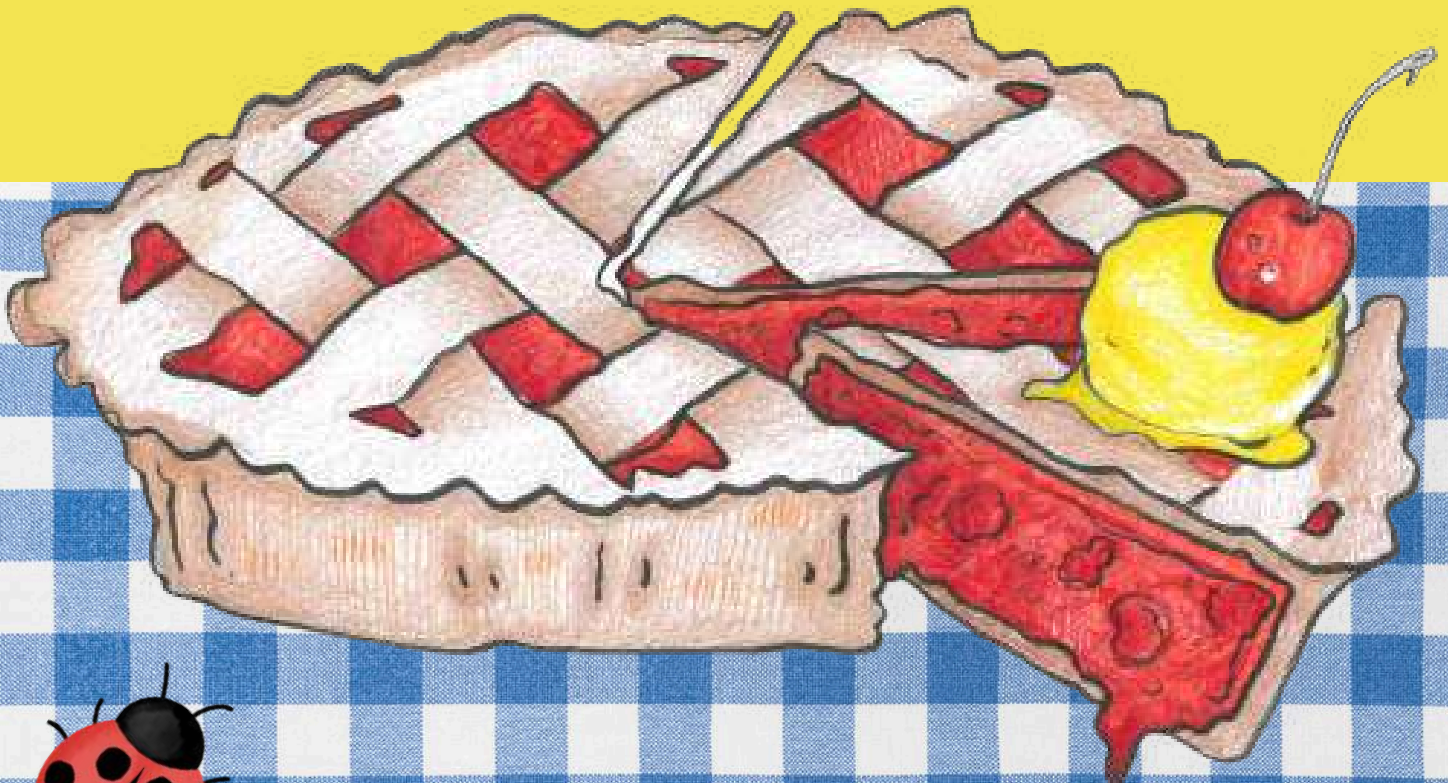


# Communication

## P i e



Did you know that how we communicate goes beyond just the words we use? Imagine a cherry pie to represent our communication! Research shows that only a small slice, about 7%, is made up of the actual words we say. A bigger piece, 38%, is our tone of voice—the way we say those words. But the largest slice, a whopping 55%, is our body language, including facial expressions and gestures. Understanding this "communication pie" can help us connect better with our children and teach them the importance of expressing themselves fully. So next time you talk with your little ones, remember that actions and tone speak louder than words!







## Words

Words make up only 7% of our communication but hold immense power in shaping how we engage with our children positively. Using encouraging and specific words can boost their confidence and strengthen our connection. When praising your child, focusing on specific actions or efforts rather than using general praise helps them understand what they did well and encourages them to continue those behaviors.



## Tone of Voice

Our tone of voice, which accounts for 38% of communication, sets the emotional tone of our interactions with children. A warm and calm tone can create a supportive atmosphere where they feel safe to express themselves. When speaking to your child, aiming for a gentle and reassuring tone shows empathy and understanding, which encourages open communication and builds trust.



## Body language

Body language constitutes 55% of communication, often conveying our feelings more strongly than words alone. Positive gestures like smiling, nodding, and maintaining open body posture enhance connection and understanding with children. When communicating, paying attention to your body language ensures it aligns with your supportive words and tone, reinforcing positive interactions and fostering a strong relationship.



**QUEENS PARK SCHOOL**

**SUMMER FESTIVAL**

**SATURDAY 29 JUNE**

**12-2PM**

Lots of fun and games  
for all including:

Food / Drink / Circus Skills / Yucky Dip /  
Dance Performances / Toys / Face-painting  
/ Games / Ice-cream / Lego Masters / Crafts  
Bake-Off / Zine Making / Soak The Teacher /  
Bubble Tea / Sports / Raffle

And Much More!

**All  
Welcome**

**Adults £1  
Kids Free**

**Cash  
Only**





# V.I.M CAMPS Holiday Club

## QUEEN'S PARK PRIMARY SCHOOL

- ★ GAMES AND SPORT
- ★ DRAMA PERFORMANCES
- ★ ART & CRAFTS
- ★ CREATIVE PLAY

and lots lots more!



CHILD CARE  
VOUCHERS  
•  
SIBLING DISCOUNTS  
•  
HAF PLACES

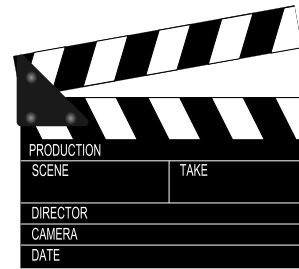


Would your **Very Important Minor** like to join our club?

TO FIND OUT MORE OR TO BOOK PLACES VISIT [VIMCAMPS.COM](http://VIMCAMPS.COM) / [INFO@VIMCAMPS.COM](mailto:INFO@VIMCAMPS.COM)



# Dates for your Diary



**2, 9, 16 July** - Grasshoppers swimming  
**Thursday 4 July** - Silverbox filming with Y6  
**Saturday 29th June** - **Summer Fair**



**Monday 1st July** - Y1 Class Assembly 14:45 to 15:10  
**Tuesday 2nd July** - Coffee at the gate - SEND Timeline  
**Tuesday 2nd July** - Y3 Class Assembly 14:45 to 15:10



**Wednesday 3rd July** – Swimming Gala (Y4-6)  
★ **Thursday 4th July** - Y6 Enterprise Week ★

**Thursday 4th July** - Y2 Class Assembly 14:45 to 15:10  
**Thursday 11th July** - Y4 Class Assembly 14:45 to 15:10  
**10, 11 & 12th July** - Y6 Lewes Railway & Sussex University



**Tuesday 16th July** - Y6 Yellowwave & picnic on beach  
**Wednesday 17th July** - Coffee at the Gate - Reading and Phonics  
**Friday 19th July** - Y6 Odeon for Silverbox Screening  
**Tuesday 23rd July** - Last day of term

**Wednesday 4th September** - First day of the new term, see you at 8.40am

★ Year 6 Enterprise Week - will be making a range of products and selling them in the playground next Thursday 4th July. The stalls will open at 2.30pm for children in other classes to browse and buy. The stalls will remain in the playground until 4pm so please bring some small change along to support their projects and buy their products. All profit will go to a Year 6 end of term party.



# CONGRATULATIONS



## STARS OF THE WEEK

★ ★ ★ ★ ★  
Reception - Lilly-May & Nila

Year 1 - Dante & Ayla

Year 2 - Lucian

Year 3 - Patrick & Grace

Year 4 - Sulayman & Eliza

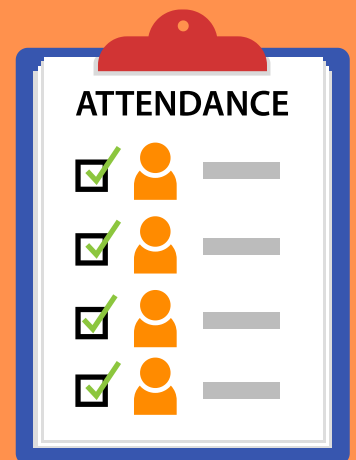
Year 5 - Hilary & Darja

Year 6 - Tamsin & Otis

Attendance Fred has been awarded to:

## Hornets

Well done for good attendance



*Well done Hot Chocolaters!*

Barley, Anu, Mingle, Isla, Medhini, Raphael, Grace, Kezia, Soloman, Lyla





# The U11s girls football team are recruiting

Join us for a friendly open training session to give it a try:



Saturday 6th July, 9am - 10am

**Longhill High School  
Falmer Road, Brighton  
BN2 7FR**

**contact Coach Dan:  
07837 733943**

**TheFA.com/ wildcats**

**HAVE FUN. MAKE FRIENDS. PLAY FOOTBALL  
WWW.WOODINGDEANWANDERERSFC.COM**

