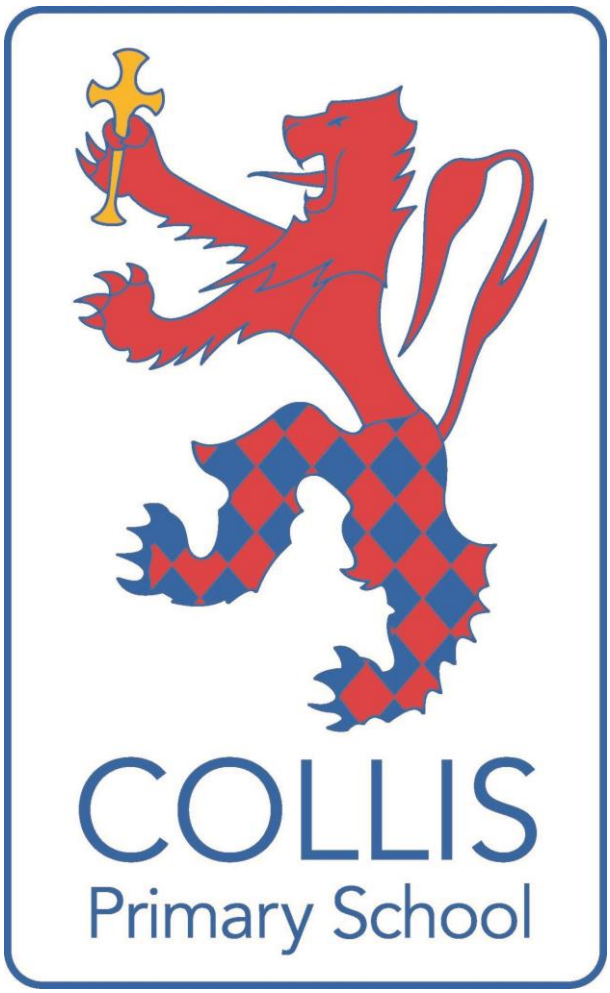

COLLIS
Primary School



COLLIS NEWSLETTER - Friday 7th June 2024

CARE / CHALLENGE / COLLABORATION / COURAGE / CREATIVITY





Key Dates for Your Diary - Summer Term

J U N E

Monday 10th: Young Carers Monday Meetings begin today: times are -

KS1 12.30pm / KS2 12.50pm in Yr 5 Group Room

Tuesday 11th: Class Photos Day 1 - Information regarding ordering will be sent out at a later date.

Thursday 13th: Class Photos Day 2 - Information regarding ordering will be sent out at a later date.

Thursday 13th: Yr 2 Cake Sale after school

Friday 14th: 5A Class Assembly

Friday 14th: 5W to Teddington School Science Workshop 9-10am

Monday 17th: Yr 1 visit to church

Monday 17th - Wednesday 19th: Yr 3 Safe Walking training with Richmond Road Safety Team

Tuesday 18th: Full Governing Body Meeting 6pm

Monday 17th-Friday 21st: Yr 6 School Journey to Osmington Bay

Wednesday 19th: Birthday Assembly

Thursday 20th: EY Curriculum Meetings: 9.30 Receptions / 11.00 Nursery

Thursday 20th: 5A to Teddington School Science Workshop 10-11am

Thursday 20th: Scooter Training Yr 2 all day

Thursday 20th: Yr 1 Cake Sale after school

Friday 21st: Scooter Training Yr 2 am

Friday 21st: School Journey Yr 6 Return approx. 5.00pm

Monday 24th: Yr 1 workshop - Transport

Wednesday 26th: 5S to Teddington School Science Workshop 2-3pm

Thursday 27th: Receptions Cake Sale after school

Friday 28th: 1D Class Assembly

Friday 28th: Sports Day Yrs 3 & 4 am / Yrs 5 & 6 pm

J U L Y

Monday 1st: CSA Receptions Uniform Sale 9.00am

Monday 1st: School Open Morning and Secondary Transition Day

Wednesday 3rd: Yr 5 Taster Event at Teddington School 2pm (parents 4pm)

Thursday 4th: Nursery Cake Sale after school

Friday 5th: Reception Sports Day 9.30am and Yrs 1 & 2 Sports Day 1.30pm

Monday 8th: CSA Meeting in Colliseum Hall 9.00am

Tuesday 9th: Receptions visit Bocketts Farm Park

Thursday 11th: CSA Charity Cake Sale after school

Friday 12th: School Nurse in school for Drop-ins

Tuesday 16th: 2B visit The Stockyard, Bushy Park

Wednesday 17th: Birthday Assembly for July and August

Wednesday 17th: Yr 6 Production 1.20pm

Thursday 18th: 2W visit The Stockyard, Bushy Park

Thursday 18th: Yr 6 Production 6.30pm

Friday 19th: 2L visit The Stockyard, Bushy Park

Monday 22nd: Nursery End of Year Songs in Colliseum Hall 2.45pm

Monday 22nd: Yr 6 BBQ 5.30-7.00pm

Tuesday 23rd: Final School Assembly 11.00am

Wednesday 24th: Leavers' Assembly 11.00am MUGA

Wednesday 24th: Yr 6 leave 12 noon - MUGA

Wednesday 24th: Term Ends - school closes 1.30pm

Parent Survey Feedback



We want to thank you once again for completing our parent/carer survey for this year. Your feedback is invaluable in ensuring Collis continues to be the best it can for our pupils to learn and grow. As set

out in our previous letter in which we shared the results with you, we informed you we would be reflecting on our areas of refinement within the newsletter each week.

'I receive valuable information from Collis regarding my child's progress.'

We are extremely pleased to report that 84% of parents agree that they receive valuable information about their child's learning, up from 69% last year. At Collis, we strive to keep parents well-informed through various channels, including a parent curriculum meeting in the Autumn term, two parent's evenings, a mid-term report, and end of year report and three parent drop-in sessions throughout the year. Whilst 22% of parents felt that our new mid-term reports were not as informative as they had hoped, please understand that this was a trial effort to provide more detailed insights into your child's progress without adding to the teacher's workload, as these reports are an addition and not a requirement. Many parents have indicated that whilst the mid-term reports are valuable, they would benefit from knowing the specific areas where they can support their child. As outlined in the accompanying letter with the reports, the contents would be further explained in the subsequent parent's evening meetings. Moving forward, we will carefully consider how to refine the mid-term reports based on your feedback to ensure they are both informative and manageable for teachers.

COLLIS NEWS



Collis Meadow opens







https://sway.cloud.microsoft/oLev8FnHZwKC90qp#content=qChaZMbpUTGzMW

1 - A Bird's eye view of Collis

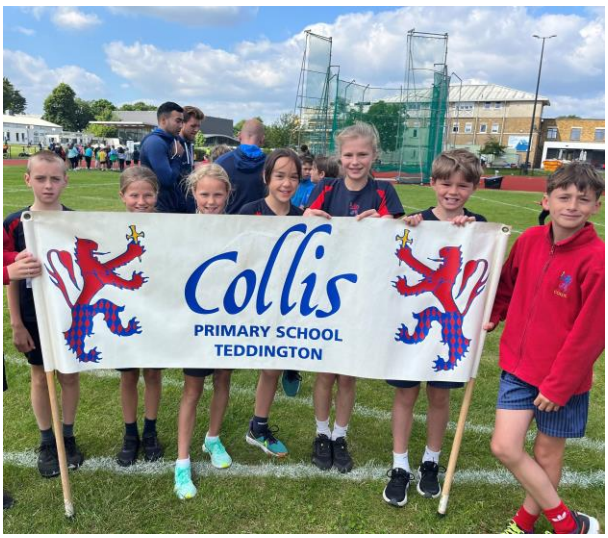
Borough Sports

A huge congratulations to our Y5 and 6 athletes who competed at the Borough sports on Wednesday 5th June. Even with some last minute changes due to injury, the team did not let it

phase them and were phenomenal on the day. They completed individual races of 600m and 75m, and participated in a standing long jump and throw. Finally, they worked together as a team to compete in a mixed 50 x 8 shuttle relay. All children demonstrated excellent sportsman ship and could be seen (and heard) cheering on not only their team mates, but other schools too!

We are proud to say that Collis came 4th out of the 14 3/4 form entry schools that entered and 6th out of all the schools in the borough. A special mention goes to Macie Collinson who recorded the fast time in both the 75m sprint and the 600m relay, and recorded the highest total score out of all the girls competing. A big thank you also goes to Mr Romp who helped train the athletes and to Mrs Curtin for driving the minibus.





Grey Court Headteacher Talk - Yr 5 & Parents



On Thursday this week, Mr Chris Rhodes - Headteacher of Grey Court School, came to Collis to introduce Grey Court to Yr 5 pupils and their parents. The visit included a valuable Q&A session and was very informative and much appreciated.

Attendance Matters



Collis Subject Focus - Our Curriculum

At Collis Primary School, our curriculum is designed to foster independence, confidence, and a passion for learning from the Foundation Stage through Year 6. In the early years, we provide a stimulating environment with excellent resources, focusing on early reading, phonics, and writing skills. As children progress, they receive subject-specific lessons in a wide range of disciplines, ensuring a comprehensive and challenging education. Our curriculum emphasises the development of cultural capital, long-term memory retention, and a deep understanding of core knowledge and skills. We aim to develop character, confidence, and resilience, preparing our students for future success. Our approach is rooted in the values of creativity, diversity, and inclusion, supported by

innovative teaching strategies and a growth mindset. By integrating Building Learning Power skills, we equip our pupils to become lifelong learners, ready to face uncertainties with confidence.

SAFEGUARDING AND ONLINE SAFETY



What Parents and Carers Need to Know about ...Supporting all groups



SEN



SEND Coffee morning presentation

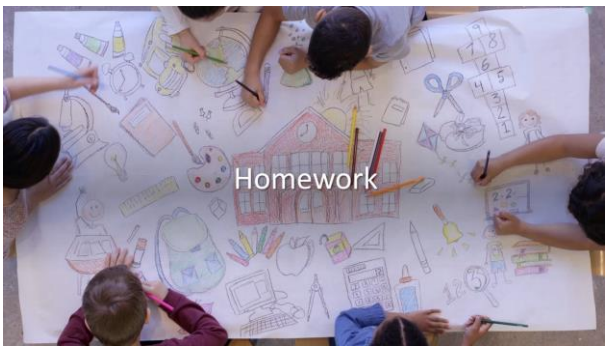
SEND Coffee Morning

On Thursday, we held a SEND Coffee morning with the focus of homework and spelling strategies. These strategies are useful for all parents. Please see the powerpoint and resources if you are interested in finding out more.

SEND Parent Survey

In line with our vision for SEND, we work in partnership with parents to meet the needs of our children. Feedback from parents is very important to this process.

As part of this, you will receive an email asking for you to complete a few short questions regarding our provision for SEND in Collis. We would be really grateful if you could take the time to complete it. It will be open from Monday 1st July at 1pm. Please let us know if you have any questions about this.



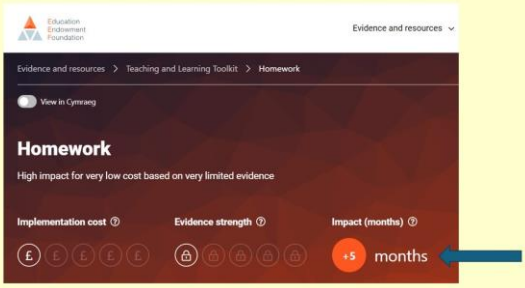
What a pain!

Children don't want to do homework. Can you blame them? They just sat in school for 6+ hours, now we want them to sit down and do more schoolwork during the little free time they have for themselves in the evenings.

Struggling learners have been pushing so hard all day to listen and do what they're asked. They're tired, making them even more adamant that they not do any homework. And thus, the homework battles commence.



We're going to look at why we ask children to complete homework and some strategies to help.





Why might your child find homework hard?

Your child might be having difficulty because:

- the homework does not meet their level of ability and need so they find it too difficult, become frustrated and then don't want to work at home
- they don't understand why they have to do work for school when they're at home
- it's not be clear to them what work needs to be done if they have difficulty with processing instructions or writing.
- they feel too tired after a long day at school or there may be too many distractions at home for them to concentrate
- they have difficulty with organising, sequencing and prioritising tasks and may misjudge how long to spend doing homework
- they feel that the work has to be perfect or don't want to get it wrong, and struggle to begin a task because of anxiety.

Think about when and where to do homework

The best time to start homework will depend on your child. You may want to give them some time for a break after the school day, rather than going straight into starting homework, such as at 4pm or after dinner.

You may wish to start homework before a preferred or fun activity, using a visual timetable to show your child what will be happening. It can help to do homework at the same time each day, so it becomes part of a routine.

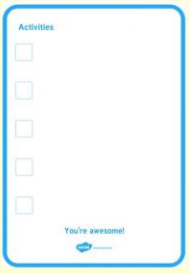
If possible, keep an area of your home free for your child to use to do their homework. It might help to set up a desk or table that they can work at. Work out where your child feels most comfortable and able to focus on their homework. Ideally, it should be away from any distractions like the television or gaming devices.

Sensory activities

Sensory processing issues might make it difficult for children to concentrate and remain calm while doing homework.

It might help to do some physical activities before settling down to homework or movement breaks during the time they complete their homework. Some children might like something to chew on while they work such as carrot sticks.

A visual schedule for completing tasks such as a tick list where your child can tick off as they complete each task (or question) can help to keep your child's attention, motivation and enthusiasm.



This also allows you to break tasks down into smaller, more manageable chunks.



Homework Box

Keep any supplies your child needs for homework in a special box. Some supplies our readers suggest having include scissors, several kinds of paper, sharpened pencils, and a calculator. Reserve it only for your child, and only for homework time, so you'll know it is always fully stocked.

Help them with organisation and timing

If your child finds it difficult to concentrate on work for a long time, you may need to sit with them first to help keep them focused. You could start by getting them to work for just a short time and then build up gradually.
Think about whether your child is able to complete a homework task in one day or whether you should break it down into smaller tasks over a few days.

Be sure you offer lots of breaks. Physical movement helps with mental alertness, but also gives your child the opportunity to de-stress and regroup.



Five Minute Fun Break

If your child is getting frustrated with an assignment, one reader suggests taking a break to do something fun together. Taking five minutes to go for a walk, listen to a favorite song, or have a snack can help break up the frustration he is feeling so he can return to his homework with a fresh perspective.

Communicate with school

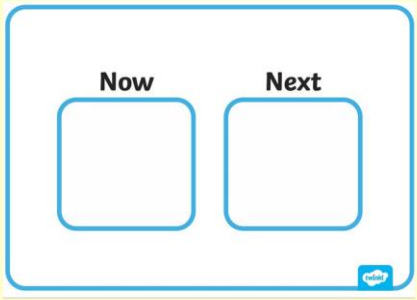
If doing homework causes extreme problems, talk to your child's class teacher about this.

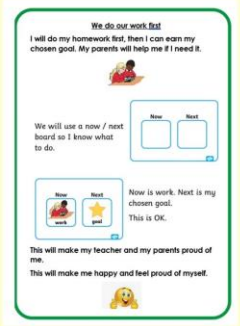
Remember, we have a homework club in school.

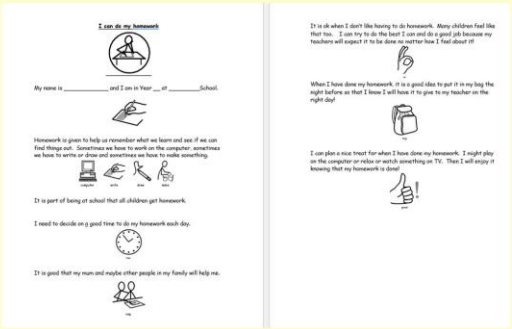


Ways to support your child

- Visual timetable with a motivator (an item or activity that your child really likes) on a Now and Next board. Alternate the motivators as needed.
- Social story
- Use positive words of encouragement when your child is working well, especially if your child is anxious about the homework. Reward and encourage small steps by using targeting and specific praise.









Homework Agreement

Talk to your child about the main issues that arise when he sits down to do homework. What is his most difficult subject? What distracts him? How can he find ways to stop the distractions?
Once you have brainstormed ideas to make homework time more productive, write up a contract with your child that implements the agreed-upon strategies. Every time a strategy is used successfully, award points towards a reward.



Homework Agreement

Homework will be done at this time every day unless agreed otherwise:_____

Homework will be done at this location unless agreed otherwise:_____

- ✓ I understand that my parent will remind me when I need to start my homework.
- ✓ I will not make a fuss about needing to do my homework.
- ✓ I will not interrupt my homework with distractions such as having the television on.
- ✓ I know that I can ask an adult if I need help.
- ✓ I will take a_____ minute break if I need it.

For us to fill out together

Rewards and consequences

For following this contract and finishing my homework, I will get the following rewards:

At the end of the day: _____

At the end of the week: _____





Homework Completion Chart

Print off and hang a homework completion chart on your refrigerator or anywhere else your child can easily see it. Make your own, or use this printable homework chart. Mark an "X" whenever your child completes a homework assignment.

Some of our readers reward their child with a small prize when he completes the chart, while others simply allow bragging rights. Whichever way you choose, be sure to recognize his accomplishment.

A multisensory approach

Multisensory simply means using more than one of a child's senses at a time. Learning this way is far more effective for some children, especially those with dyslexia.

- For example, if your child just reads a book they are using one sense - *sight*. But if they read along with an audiobook, they are using two senses - *sight and hearing*. This would be multisensory learning and might help your child to absorb and retain the information in the book.
- If your child is struggling, try to include at least two senses –seeing something (visual), hearing something related to what is seen (auditory), some form of related movement of muscles, for example speaking or writing (kinaesthetic), and touching or feeling something (tactile).

Multisensory learning is useful for children of any age. For an older child, multisensory teaching can be as simple as, instead of getting them to read a book about Ancient Egypt, do a virtual tour of the British Museum and discuss the topic with them as you take a virtual walk through their Ancient Egypt galleries.



Here is an example of how you might apply multisensory learning if your child needs to do some phonics or spelling work...

1. Lay out an alphabet arc by putting the letters of the alphabet into an arc shape
2. Sing the alphabet song while touching each of the letters in turn
3. Discover the letter being introduced by taking items out of a bag that begin with the same letter
4. The learner feels the objects, names them and pulls them out to check if they are right
5. Identify the target sound and letter name
6. Demonstrate how to form the letters on a whiteboard
7. The learner explores forming the letter in sand, shaving foam, wiki sticks or similar







Share the Reading

A whole chapter in a book can be overwhelming for some children with LD. Have your child read the first paragraph, or sentence if she is a new reader, then you read the rest of the page.
Make the information or story as interesting as possible, pausing to reinforce the concepts presented. This will help keep your child engaged and interested in the assignment.



Test Me

Instead of quizzing your child on the material he is studying, have him quiz you. Reading the question and hearing the answer from you can help boost his memory skills.
This strategy also helps to take the focus off your child, and puts it on you, the parent, instead. Your child may feel a sense of authority in correcting you, and you'll be happy knowing he is learning the material.

Consider the way in which your child can show their learning

For some children, they might prefer to complete their learning on a computer.

Some children learn best through playing games, such as phonics games or TimesTable Rockstars.



Other sources of advice

Top tips to support your child's reading at home
https://www.bbc.co.uk/bitesize/articles/zbxby9q

Five ways to support your child with dyslexia at home
https://www.bbc.co.uk/bitesize/articles/z6mts4j

Summary

- Create a routine. Have a dedicated time and place for homework — routine and consistency are key.
- Establishing a regular homework routine makes the process less stressful. Set aside time and a quiet space for this.
- Turn off TV and other distractions (although music in the background can help some children drown out their surroundings and focus).
- Praise and reward often (typically more often than you are comfortable with). Recognise and reward the effort your child has made. If your child has low self-confidence in a subject, this is a key time where you can praise your child and help them to build their confidence.

Spelling strategies



British Dyslexia Association

There are some simple activities you can do with your child to help strengthen their spelling.

Blending and Segmenting (skills for reading and spelling)

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud and in order, all through the word. They are then merged together into the whole word. This merging together is called **blending.** For example, the adult would say **c-a-t = cat.**
Segmenting is also a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds in order, all through the word. For example, the adult would say **cat = c-a-t.**



Blending activities you can do with your child

- Break down simple words when giving instructions or asking questions, such as:
  'Can you find your **h-a-t**, hat?' 'Where is the **c-a-t**, cat?' 'Sit on the **s-ea-t**, seat'
- Play '**What's in the box?**' Put some toys or objects in a bag and pull one out at a time. Say 'I can feel a **p-e-g**, **c-u-p**, **p-e-n**'. Children then guess what's in the box.
- Find objects around your home that have three or four phonemes (sounds) and practise 'sound talk'. First let them listen, then see if they will join in, for example, saying: 'I spy with my little eye something that has the sounds **c-l-o-ck**, **b-a-ll**.'

•Help your child to understand that words are made up of syllables and each syllable has a vowel sound. Say a word and ask how many syllables there are. Help your child to spell each syllable at a time.



•Write words in different coloured pens to make a rainbow or in shaving foam, flour or sand over and over again to help your child remember them.



•Look with your child at the bits in the words which they find difficult - use colours to highlight just the tricky bit.



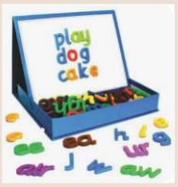
•Look for the prefixes and suffixes in words, e.g. -tion, -ness and learn these chunks. Explore with your child how many words have the same chunks at the beginning or the end of words.



•Use flashcards or play matching games to let your child see the words lots of times - the more times they see the word, the better they will be able to read and spell it.



•Use cut out or magnetic letters to build words together, then mix up the letters and rebuild the word together.



https://www.thedyslexiashop.co.uk/products/rainbow-phonics-magnetic-letters

•Use mnemonics - silly sentences where the first letter of each word makes up the word to be spelled.

said	silly ants in dresses
because	big elephants can always understand small elephants

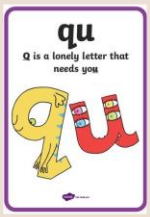
•Find smaller words in the bigger word, for example 'there is a hen in when'.



•Find smaller words in the bigger word, for example 'there is a hen in when'.



•Go over the rules of spelling together, e.g. a 'q' is always followed by a 'u'.



I will put the powerpoint on this week's newsletter.

If you need help with any of the resources I've mentioned today, please feel free to ask.

We are emailing out a parent survey for parents of children with SEND. We would be really grateful if you would take the time to complete it.

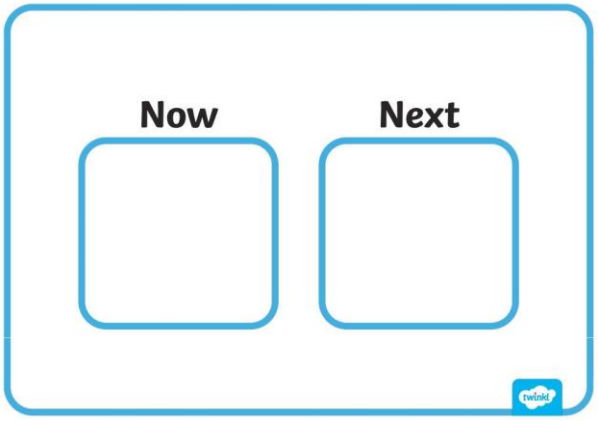


Activities

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You're awesome!

twinkl www.twinkl.co.uk



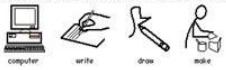
I can do my homework



My name is _____ and I am in Year __ at _____School.



Homework is given to help us remember what we learn and see if we can find things out. Sometimes we have to work on the computer, sometimes we have to write or draw and sometimes we have to make something.



It is part of being at school that all children get homework.

It is a good idea to try to do my homework when I get home from school. If I am doing something else, I can decide what time I will do my homework and try to keep to it.



It is good that my parents or guardians and maybe other people in my family will help me.



It is ok when I don't like having to do homework. Many children feel like that too. I can try to do the best I can and do a good job because my teachers will expect it to be done no matter how I feel about it!



When I have done my homework, it is a good idea to put it in my bag the night before so that I know I will have it to give to my teacher on the right day!



I can plan a nice treat for when I have done my homework. I might play on the computer or relax or watch something on TV. Then I will enjoy it knowing that my homework is done!

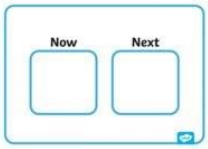


Homework

I will do my homework first, then I can earn my chosen goal. My parents will help me if I need it.



We will use a now / next board so I know what to do.





Now is work. Next is my chosen goal.

This is OK.

This will make my teacher and my parents proud of me.

This will make me happy and feel proud of myself.



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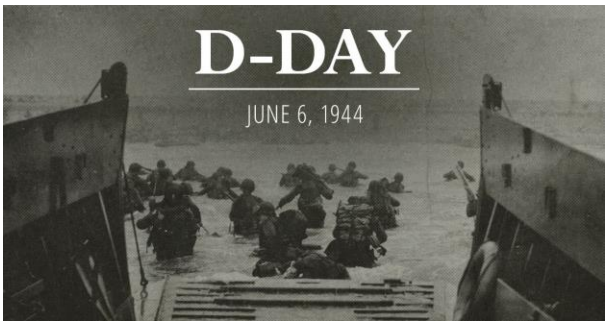
The BLP and Good Sport Cups



The BLP Cup - ***RESPECT - To the D-Day Service Men and Women for their unforgettable service to our country.***

The Good Sport Cup - ***To the Collis Borough Sport team who did so magnificently***

QUOTES OF THE WEEK



*2 - **Remembering.***



Teacher's Pet

This is Henry.

Henry arrived at midnight after a long journey from Spain, where **he was rescued** after living on the streets.

He likes to sleep (a lot!). He can't be cajoled into doing something if he doesn't want to. Henry's favourite thing in the world is to lie down, mid walk, in a mud puddle and just stay there.

He also enjoys pulling silly faces on the beach and wearing hats!!! *Sam Wells*





CSA



COLLIS SCHOOL ASSOCIATION

easyfundraising.org.uk
feel good shopping

How to get involved with the CSA - top tip #2 - EASYFUNDRAISING

Did you know that over 4,100 shops and sites (including John Lewis, Argos and Booking.com) will donate to Collis School Association for FREE every time you use easyfundraising to shop with them? This means you can support the school when you get your groceries, order a takeaway, renew your insurance policies or buy anything else online – at no extra cost to yourself!

Since we started using it, over £6,000 has been raised for our school, making an incredible difference for very little effort. If you haven't signed up yet, it's easy and completely FREE to use. Just click here to get started.

CSA DATES FOR YOUR DIARY:

CSA Uniform Sale Receptions (School Open Morning): Monday 1st July

CSA Meeting: Monday 8th July in Colliseum Hall

CSA Charity Cake Sale: Thursday 11th July after school

CSA Vacancies: *We have a number of open roles to fill and we'd love you to get involved. Your support and time will make a HUGE difference and help raise lots of funds for the school too! Please see what's available and signup if you can. Thank you*

see vacancies at: **link**

TERM DATES 2024 - click



THE GOVERNING BODY - click



COMMUNITY NOTICES



Fun Kingston Bike Ride



Mega Skip Day





Girls' Football



Fathers' Day Fun

