

BOORLEY PARK NEWSLETTER 7

HEADTEACHER'S MESSAGE

Over the course of this half term, we have been focused on beginning to embed our new school values. As part of this, our dedicated staff have been working hard to cultivate inspiring learning for our children. Teachers are working incredibly hard to carefully plan fantastic learning journeys that enable children to play an active role in their learning. We want children to be hands on in their learning and have therefore increased the focus on discovery, creativity and the use of talk for children to co-construct and build ideas. At Boorley, it is our aim to ensure learning is fun and meaningful and it has been insightful talking to the children about what they feel helps them learn well and enjoy being at school.

From providing great opportunities which teach children how to play well in Year R to interactive story sessions and vibrant art, we look forward to sharing the children's learning with you in our outcomes and upcoming parent workshops. Learning is also shared on SeeSaw for you to see what they children have been getting up to throughout the term which we encourage you to engage with. We are committed to fostering a love for discovery and knowledge that will empower our children and are excited to see the positive impact of these approaches on our children.



INSPIRING MINDS

In Year 4, as part of our celebration of Black History Month, we have been discussing the importance of Black History Month and some influential individuals from history. We learnt about and explored the life of the famous American artist Alma Thomas. Throughout her incredible life, Alma became an important role model for women, African Americans and older artists. We discovered and discussed the difficulties she faced throughout her life and her inspirational journey which led to great, reflective classroom conversations. We really enjoyed exploring her work and loved the technique of mosaic style painting. Year 4 then produced collaborative pieces of artwork based on her 1970 painting 'The Eclipse', thinking carefully about colour choices and what they represent.



NURTURING FUTURES

Parent partnership plays a crucial role in enhancing the educational experience for children as it fosters a collaborative environment where families and teachers work together to support each child's growth and development. Open communication is key to building this partnership, and we encourage parents to initiate conversations with their child's class teacher for any enquiries or concerns in the first instance. Following this, for matters that require further discussion, parents can reach out to the Phase Leaders (Miss Kinchin for Key Stage 1 and Miss Batchelor for Key Stage 2).

If needed, further concerns can be directed to the Assistant Headteacher, Miss Ozanne, providing a pathway for more complex issues that may arise. Finally, Miss Cunningham is always available to address overarching concerns and initiatives, ensuring every voice is heard and valued. Together, we can create a vibrant learning community where every child can be supported to thrive.



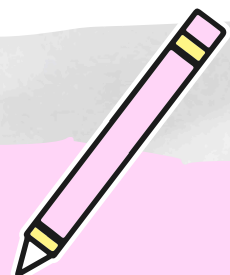
Nurturing Futures

STRENGTHENING COMMUNITY

We would like to take a moment to remind all parents and carers about the importance of parking respectfully and responsibly when dropping off and picking up their children. As our school community grows, it's essential that we maintain a safe environment for everyone, especially our children. We kindly ask that you avoid blocking driveways or access points, as this can create hazards and inconvenience for our neighbours and families. By being mindful of where we park, we not only demonstrate respect for our community but also set a positive example for our children. Thank you for your cooperation and understanding in helping to create a safe and welcoming environment for all.



BOORLEYPARK@BOORLEYPARK.ORG



SAFEGUARDING NOTICES

As we strive to create a nurturing learning environment, it's essential to equip our children with effective self-regulation strategies. These skills help them manage their emotions, set goals, and remain focused during tasks. Encourage your child to practice mindfulness techniques, such as deep breathing exercises or short meditation sessions. Establishing routines can also provide a sense of structure, helping them anticipate and prepare for transitions throughout the school day. By teaching these self-regulation strategies, we empower our children to take charge of their learning and develop skills that will benefit them both academically and socially. Please see the attached information sheet for further information and ideas.



KEY DATES

October 2024

- Friday 18th October 2:45pm – Yr 1 Parent Workshop - Art
- Tuesday 22nd October 3pm - Yr 4 Parent Workshop - look at our learning!
- Wednesday 23rd October 3pm - Yr 5 Parent Workshop - Planets
- Thursday 24th October 9:30-10am - Yr 2 Parent Workshop - Story Sharing
- Thursday 24th October - 2:45pm Yr 3 Parent Workshop - Cave painting exhibition

Monday 28th October - Friday 1st November Half Term

Please see our 2024-2025 calendar dates on the next page.





Boorley Park School

Boorley Park Calendar Dates 2024-2025

October

Tuesday 8th October 3:30pm-7pm - Parents Evening

Thursday 10th October 3:30pm-5:30pm - Parents Evening

Tuesday 16th - 18th October 3.15-4.15pm - Book Fair

Friday 18th October 2:45pm - Year 1 Parent Workshop - Art - In the hall

Tuesday 22nd October 3-3:15pm - Year 4 Parent Workshop - 'Look at our learning!' - In the hall

Wednesday 23rd October 3-3:15pm - Year 5 Parent Workshop - Planets - In the hall

Thursday 24th October 9:30-10am - Year 2 Parent Workshop - Story Sharing - In the hall

Thursday 24th October 2:45-3pm - Year 3 Parent Workshop - Cave painting exhibition - In the Hall

Friday 25th October - Last Day of Autumn Term

Half Term Holidays - Monday 28th October - Friday 1st November 2024

November

Monday 4th November - First Day of Term

Tuesday 12th November - Odd Sock Day - Anti-Bullying Week

Thursday 14th November Year 5 Trip to Winchester Science Centre

Friday 15th November - Children in Need

Friday 15th November Year 3 Trip to Butser Ancient Farm

Friday 15th November PTA Laser Show Display 6:30-6:45pm

Friday 22nd November 2:30-3:15pm - Year 1 Parent Workshop - Science - classrooms

Wednesday 27th November 1:30-1:45pm - Year 5 Listen 2 Me: Violin Concert to parents - In the hall

Wednesday 27th November 2:00pm Rocksteady Concert to parents for those that attend Rocksteady

INSET day - Friday 29th November 2024 - School closed to all pupils

December

Tuesday 3rd December 2:30-3pm Year 2 Hedgehog Class - Parent Workshop - Cars - classroom

Wednesday 4th December 2:45-3:15pm Year 5 Parent Workshop 'Test our bridges' - In the hall

Thursday 5th December 2:30-3pm Year 2 Fox Class - Parent Workshop - Cars - classroom

Friday 6th December 3-3.15pm Year 4 Parent Workshop - 'Listen to our computing podcasts!' - In the Hall

Monday 9th December 3:50pm Choir Performance - In the hall

Tuesday 10th December 9:15-10:15am KS1 Show - In the hall

Tuesday 10th December 2:30pm Mouse Class - Parent workshop - fossil making - In the Hall

Wednesday 11th December 2:15-3:15pm KS1 Show - In the hall

Thursday 12th December 2:30pm Deer Class - Parent workshop - fossil making - In the Hall

Friday 13th December - Christmas Lunch - Wear a Christmas Jumper for Save the Children

Friday 13th December at 2:30pm Year R Christmas Craft workshop - In the hall

Tuesday 17th December 9:15-10am Year R Nativity Play - In the hall

Wednesday 18th December Christmas Carols (Time and venue TBC)

Thursday 19th December 2:15pm-3pm Year R Nativity Play - In the hall

Thursday 19th December PTA Disco (Time TBC)

Friday 20th December Santa Dash in the morning

Friday 20th December - Last Day of Term

Christmas Holidays - Monday 23rd December 2024 – Friday 3rd January 2025

January

Monday 6th January - First Day of Term

Monday 6th January 9-9:20am Year 1 Parent Workshop - reading in the classrooms

Thursday 16th January 9-11am - Year R - Little City Workshop in school

Friday 24th January Year 2 Trip to Blue Reef Aquarium

February

~~Tuesday~~ 4th February 2:45-3pm Year 3 Parent Workshop - Art Gallery - In the Hall

Wednesday 5th February 9:30-10am Fox Class - Science Experiment Parent Workshop - In the hall

Thursday 6th February 9:30-10am Hedgehog Class - Science Experiments Parent Workshop - In the Hall

Thursday 6th February 3-3:15pm: Year 4 Parent Workshop - Are all changes to habitats negative? - In the hall

Friday 7th February 3-3:15pm Year 5 Parent Workshop - Greek Display - In the hall

Monday 10th February 3:30pm-7pm Parents Evening

Wednesday 12th February 3:30pm-5:30pm Parents Evening

Thursday 13th February Year 4 Trip to Winchester Cathedral

Thursday 13th February - Last Day of Term

INSET Day - Friday 14th February 2025 School closed to all pupils
Half Term Holidays - Monday 17th February – Friday 21st February 2025

Monday 24th February - First Day of Term

March

Thursday 6th March - World Book Day

Friday 7th March at 2:30pm Year R Afternoon tea for someone special - In the hall

Wednesday 12th March 1:30-1:45pm Listen 2 Me: Violin Concert for Wren Class

Wednesday 12th March 2:00pm Rocksteady Concert to parents for those that attend – In the hall

Thursday 13th March Year 3 Trip to Staunton Country Park

Thursday 20th March 2:30-3:15pm Year 1 Parent Workshop – Sewing - classrooms

Friday 21st March - Red Nose Day

Wednesday 26th March Year 1 Trip to Marwell Zoo

Thursday 27th March 2:30-3pm Year 2 Parent Workshop - Life Cycles – classrooms

Monday 31st March Choir Performance (Time TBC)

April

Tuesday 1st April Year 3 & 4 show - am (Time TBC)

Tuesday 1st April 2:45-3:15pm Year 5 Parent Workshop - Food Tasting - In the hall

Wednesday 2nd April Year 3 & 4 show - pm (Time TBC)

Thursday 3rd April PTA Easter Disco (Time TBC)

Friday 4th April - Last Day of Term

Easter Holidays - Monday 7th April – Monday 21st April 2025
INSET day - Tuesday 22nd April 2025 - School closed to all pupils

Wednesday 23rd April - First Day of Term

Friday 25th April – Year 2 Trip to Sea City Museum

May

Friday 16th May 2:30pm Year 3 Parent Workshop Summer Picnic – On the field/Hall
Monday 19th May 3-3:15pm Year 5 Parent Workshop - Art Gallery - In the Hall
Tuesday 20th May 9:00-9:30am Year 1 Recorder concert - In the Hall
Tuesday 20th May 3:00pm Year R Book Look – Year R classrooms
Thursday 22nd May 3-3:15pm Year 4 Parent Workshop - Clay dragon eye art exhibit - In the hall
Friday 23rd May 2:30-3pm Year 2 Parent Workshop - Art Gallery - classrooms
Friday 23rd May - Last Day of Term

Half Term Holidays - Monday 26th May - Friday 30th May 2025

June

Monday 2nd June - First Day of Term
Wednesday 4th June Year 1 Trip to Portchester Castle
Wednesday 11th June Sports Day (Time TBC)
Thursday 12th June Sports Day (Time TBC)
Wednesday 18th June Reserve Sports Day (Time TBC)

INSET Day - Friday 20th June 2025 - School closed to all pupils

Monday 23rd June at 2:30 Year R Parent Workshop – Planting - Year R Classrooms
Thursday 26th June Transition Day
Friday 27th June Year R Mill Farm Visit to Boorley Park School

July

Tuesday 8th July 2:45-3:15 Parent Workshop - The Big Fat Quiz of Year 4 - In the Hall
Wednesday 9th July 9.15am Year 2 End of Year Celebration Assembly - In the Hall
Wednesday 9th July 2:45 pm Year 1 Parent Workshop - Fruit Kebabs - classrooms
Friday 11th July 2:45-3:15 Year 5 Parent Workshop (TBC)
Monday 14th July Choir Performance (Time TBC)
Tuesday 15th July 2:45-3pm Deer Class Parent Workshop - Magnets – In the hall
Wednesday 16th July 2.15am Year 2 End of Year Celebration Assembly - In the hall
Thursday 17th July 2:45-3pm Mouse Class Parent Workshop - Magnets – In the hall
Tuesday 22nd July - Last Day of Term

Summer Holidays - Wednesday 23rd July – Friday 29th August 2025

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS



Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT



If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'



While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE



There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES



An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE



If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS



Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN



As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one: it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Dunstan is an author, former teacher, special educational needs Co-ordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and resource recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College