

**St Thomas CE (VC)  
Primary School  
Newsletter**



**Diary Dates:**

- Mon 7th- Wed 9th October Y6 residential
- Thursday 24th October Belong day (pupils may wear club uniforms /clothes that represent interests and heritage)
- Friday 25<sup>th</sup> October School closed for pupils
- Monday 7th October Y4 road safety
- **Year 6 SATS Monday 12th -Thursday 15th May**

**FOST**

- **Thursday 24th October – Bake Sale**
- **Friday 8th November – Chocolate Donation Day (more details to follow)**
- **Friday 29th November – Xmas Fayre**

**Head  
Teacher's  
Message**



As we move further into the term, I'd like to take a moment to celebrate the excellent attendance and behaviour shown by the vast majority of our pupils. Their commitment to learning and upholding the school's values is something we are incredibly proud of. This wouldn't be possible without the fantastic support from our families, and for that, we are truly grateful. Your partnership plays a key role in helping our children flourish.

I want to emphasise how important it is that we continue to prioritise strong working relationships with families. We understand that some pressures beyond our control can cause tension but we are committed to working closely with you to provide the best possible support for your children. Your trust and collaboration are deeply appreciated, and we thank you for the ongoing effort and care you bring to these partnerships.




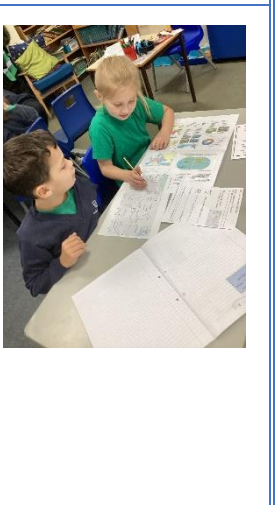
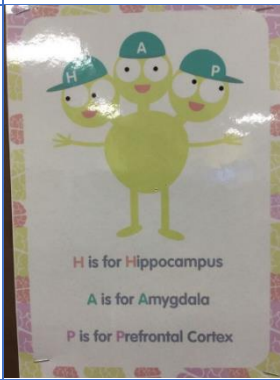
Thank you once again for your continued support. Together, we are nurturing a school where every child can succeed.

**Collective  
Worship**

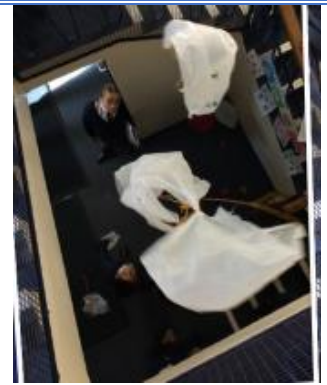
This week, we have been talking about Black History Month and the concept of '*You can't be it if you can't see it*', focusing on the importance of diversity and inclusion in the books we read. We also took a close look at our school's reading spine and our ongoing efforts to ensure it reflects a wide range of voices and experiences.

Inspiration struck when we heard about a school in Scotland that has introduced book vending machines. We loved this idea and thought it could be a fantastic fundraising target for us to consider in the future.

<https://www.heraldscotland.com/news/24547059.book-vending-machine-breaking-barriers-launched-scots-school/>

<p>Reception</p>	<p>This week reception have been reading and listening to the story of Lost and Found. We enjoyed exploring the junk modelling area to create our own penguin characters from the story. We have also enjoyed our stay and play session this week where our grown ups came into reception to see what we have been learning and explore the different areas of learning.</p>	
<p>Year 1</p>		<p>This week in Year 1 we have been studying maps in Geography. We have been using positional language to talk about our journey to school. We worked in groups to locate places on a map such as next to, in between, behind, in front of. We used a key to help us work out what the pictures and symbols meant.</p>
<p>Year 2</p>		<p>This week Year 2 have started to learn about stories during our English lessons. So, we decided to immerse ourselves in a large range of books in the school library. We enjoyed reading stories together, talking about the characters and the different types of genres.</p>
<p>Year 3</p>	<p>In Year 3 this week we have been learning about 4-figure grid references by looking at a local map of Bradley. The children were very excited to study an area they knew. They followed this up by creating their own treasure maps. We have also been busy thinking about ‘Why do we have lots of smaller bones in our body rather than single, long bones?’. We had fun trying to drink from our water bottles without being able to bend our elbows. We learnt how important our joints are!</p>	
<p>Year 4</p>	 <p>H is for Hippocampus A is for Amygdala P is for Prefrontal Cortex</p>	<p>In Year 4, we have continued our work with my happy mind. We have explored team HAP, and understand what each of these areas of the brain do. We have learned what happens in our brains when one of team HAP isn't working properly.</p>

Year 5



Year 5 have designed, made and tested their own parachutes in science this week. We discovered that a larger canopy with no gaps made the best parachutes, because of their greater air resistance!

Year 6

In science Year 6 have been learning about the heart and bodily systems. This week we took our learning outside. We drew the circulatory system on the playground, and used cones to act as blood. We walked around the system, dropping the blood where it needed to be.



FOST

We will be holding our next bake sale in the front playground after school on Thursday 24<sup>th</sup> October. Any donations will be gratefully received on the Thursday morning. We look forward to seeing you there.

### Attendance

School attendance this week was %. This meets national expectations!  
Please see below for a reminder regarding **unexplained** absence

Attendance Matters



## Unexplained Absence Procedure

- **Day 1: On the first day of** an unexplained absence, the school will contact the parent. If no contact is made, a home visit will be conducted.
- **Absence Clarification:** The school will determine whether the absence is authorised or unauthorised and update the attendance code within five working days or upon the pupil's return.
- **Ongoing Absence:** If the absence remains unexplained, the school will maintain daily contact and conduct welfare checks. If the issue persists, external agencies may be involved.
- **No Contact Protocol:** If no contact is made during home visits, the case will be escalated to external services.
- **External Services Involvement:** Agencies already involved with the pupil or family will be notified of the unexplained absence.
- **Support:** The school will provide support to the pupil and/or family to help improve attendance.
- **Referral to Partners:** If necessary, the school will refer the pupil to external partners for additional support.

## How will we support families and keep them informed of pupil attendance?

*Note: St Thomas CE (VC) Primary School will exercise discretion regarding attendance markers for pupils with SEND, medical needs, or exceptional circumstances.*

*In the first half term of the academic year, attendance may drop below the established parameters for some pupils. In such cases, the school will make reasonable judgments and may not contact parents immediately; instead, attendance will be monitored closely*

First Day of Absence:	Parents should call the school to inform them of the reason for their child's absence. If no contact is made by a specified time, the school will contact the parents.
Absences reaches 2-7 days	If attendance has been a previous concern, or we are very early in the school year and therefore at risk of not reaching attendance targets, an informal chat will be arranged to offer support if required
Absence reaches 8 days (equivalent to 95.5% attendance at the end of the school year):	The school will communicate the child's attendance figures to the parents and offer support if needed.
Absence reaches 10 days (equivalent to 94.9% attendance at the end of the school year):	The school will discuss the attendance with the parents to determine whether support is required and whether a school attendance meeting is appropriate.
Absence reaches 13 days (equivalent to 93% attendance at the end of the school year):	Parents will be invited to meet with one of the school's Attendance team. An attendance target will be set, and external services may be invited to provide support, if appropriate.
Absence reaches 17 days (equivalent to 91% attendance at the end of the school year):	Parents will be invited into the school for a meeting. An Early Help referral will be offered, and parents may be asked to agree to an attendance contract to work together to improve their child's attendance.
Absence reaches 19 days (equivalent to 90% attendance at the end of the school year):	The pupil is now classed as a persistent absentee. The following actions may be taken: <ul style="list-style-type: none"> <li>• A meeting with parents and professionals (if appropriate)</li> <li>• Implementation of an action plan or attendance contract</li> <li>• Issuing of a warning letter</li> <li>• A notice to improve or other legal interventions</li> <li>• Issuance of a fixed penalty notice</li> </ul>
Attendance less 90%	Parent contract will be in place
Attendance less 50%	Individual action plan will be in place