

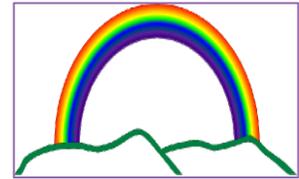
# The Carlton & Faceby and Bilsdale Federation

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'Believe & Achieve'

Dear Parents and Carers,

What a fantastic start to the new academic year!

It is wonderful to see all the children return to school; with attendance above national average (96%) for both schools. It shows how ready all families were to return to school.

A particularly warm welcome to the new families that have joined our schools this term. Our new Reception children joined us and are settling in remarkably well. School is essential for education and learning but also for social interactions, stability and routine. Our aim is to continue to support both of our school communities in keeping COVID safe therefore, keeping our schools open.

Thank you for your part in adapting to the new routines and systems. The new term has already started with lots of emails, communication and change. I will continue to keep you updated throughout the term with regards to government guidance and the impact this may have on our communities. Thank you for your support, understanding and co-operation.

Warm wishes,

Kathryn McDonald

Carlton	Bilsdale
98.2%	97.7%

## Upcoming Events

### October 23

Break up for Half Term

### November 2

Staff PD Day

### November 3

Children return to school

### November 5

Flu Vaccine

### December 18

Break up for Christmas



### Important Reminder

Please remember to give your consent for the Flu Vaccine by 18/10/2020.

The information was sent home last week. If you need any help, please contact the school office.

## Public Health England launches Every Mind Matters Campaign

Most families have experienced upheaval in their daily lives during the pandemic. With children and young people now back at school or college, the new Public Health England (PHE) [Better Health – Every Mind Matters campaign](#) provides NHS-endorsed tips and advice to help children and young people's mental wellbeing, and equip parents and carers with the knowledge to support them.

The new advice available on the [Every Mind Matters website](#) has been developed in partnership with leading children and young people's mental health charities, including [Young Minds](#), [The Mix](#), [Place2Be](#) and [The Anna Freud Centre](#). It is designed to help parents and carers spot the signs that children may be struggling with their mental health and support them, and also provides advice that can help maintain good mental wellbeing. The site also provides tools to help young people build resilience and equips them to look after their mental wellbeing.

### Class 2

The children have had a great start to their learning in Class 2 so far this half term. They have produced some fabulous work both at school and home...Well done everyone.

From packing their evacuee suitcases to enjoying their work in English based on the text: Grandad's Island. The children are working extremely hard and we are very proud of how well they have settled in Class with all our new routines.



### PE

The children have started the year with a positive attitude towards sport and keeping healthy. It has been great to see the children displaying and improving a range of ball and movement skills.

Please can we remind everyone to wear the appropriate school PE Kit on your PE days?

Thank you for your continued support.



**Congratulations** to Seth for being awarded Man of the Match at his football match on Sunday 27<sup>th</sup>

**Congratulations** to Ben B for being awarded Trainer of the Week for his excellent goalkeeping on Sunday 27<sup>th</sup>

## Computing

### Microsoft Teams – Learning Platform

We have now gone live with Teams. Teachers will be using Teams as our safe and secure learning platform, in addition to Tapestry. The children will receive an introduction to Teams at school and will be shown how to access their Teams account. Please support your child at home to setup their account safely. All communication will continue to be sent electronically via email, tapestry, MS Teams and on our school website.

### Online Safety at Home



Please could I remind you to monitor your child's online use. If you become aware that your child has seen any distressing content online, which has affected them, then please let us know so that we can put support in place.

Please see below a reminder of some useful websites –

<https://www.thinkuknow.co.uk>

<https://www.nspcc.org.uk/keeping-children-safe>

<https://www.internetmatters.org>

<https://parentinfo.org>

<https://www.ceop.police.uk>

<https://www.childnet.com>

<https://www.net-aware.org.uk>

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect>

## Important Reminder

### End of the day

In order to relieve some of the traffic congestion, we are staggering the end of the day. Please arrive as close to the pick-up time as possible.

- Mrs Howe's Reception (after phased entry) finish the day at 3:00 pm
- Mrs. Cawthra's class finish the day at 3:10 pm
- Miss Jeffries' class finish the day at 3:20 pm
- Mrs. Grundmann's Rec., Y1, Y2, Y3 finish at 3:10 pm
- Mrs. Grundmann's Y4, Y5, Y6 finish at 3:20 pm

If you are picking up children from different classes, please arrive at the earliest slot. At Carlton, please will parents wait in the car park (not along the access road to the Outdoor Centre). Please supervise your children closely. Children should stand with you whilst waiting for older siblings. Please ensure that no-one leans on the parked cars.

**If someone is collecting your child for you, please write details in the home-school diary.**

## Class 1

It has been such a pleasure to welcome the children to our new classroom, and to settle back into our learning environment. The children have shown great resilience, either in adapting to the changes after such a long time away, or in settling into a new environment without the usual visits with parents.

We started the term with an 'All About Me' topic, finding out our ages and birthday months, and drawing pictures of our families. We have now moved onto our topic for the term – 'Do Cows Drink Milk?' We have a role play farm shop, small world farm play, and have been writing animal name labels.

In our new environment the children have thoroughly embraced the workshop - especially the paint mixing station – and the messaging centre, where we have been amazed by the enthusiasm to send and receive secret messages. Our woodworkers are getting through lots of wood, so we would appreciate donations of smooth wood offcuts.



## Bilsdale School

Bilsdale enjoyed a wonderful start to the new topic 'A Child's War' with all the children taking part in an Evacuee Day. They worked hard to find out more about why children were evacuated and found out that some evacuees came to Bilsdale School and stayed in the Dales.

Many children have been busy cooking war time food at home as part of our work on rationing. Please continue to upload photos of homework onto Tapestry. These are shared with the class.

Class 1 have been working very hard to collect words and write sentences.



**Sorry to be a party pooper.....** but at this time we cannot allow birthday cakes to be brought into school.



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## Class 3

Impressive and focussed describes the start of the year for Class 3. They quickly settled into to their new desks and chairs adapting to the new routines and engaging in their learning. Thank you for your support with costumes and photos of packed suitcases for Evacuation day. The children are immersed in the topic. They have shown great maturity, empathy and understanding about life for children in the war drawing parallels with lockdown.

Studying Anne Frank and reading extracts from her diary led to some powerful and emotive writing. Please continue to upload photos of homework onto Tapestry. These are shared with the class (some delicious wartime cooking!) and printed for children's books. If you are looking for inspiration for a day out, then Eden Camp just outside Malton would further add to the children's learning.

## POLITE REMINDER



We have been asked by the Outdoor Centre to communicate to our parents to NOT drive onto their site to turn your vehicles around.

Thank you

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## Parent/Teacher Consultation Sessions

We are in the process of discussing how these sessions can take place this term and will be in touch in due course with the details.

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## Reading at Home

*'The more that you read, the more things you will know. The more that you learn the more places you'll go.'* - Dr.Seuss *I Can Read With My Eyes Shut!*

Reading is a vital skill that will support children's learning across the whole curriculum. We ensure that children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

In order for children to fulfil their potential in reading we need as much parental support as possible and our aim, is to demonstrate how school and home can work together.

Our aims for reading are to:

- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Instil children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.

- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.

Reading is taught throughout the whole school discreetly as part of Phonics and English and as an integral part of the school day. Children experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. They experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes. Every pupil takes part in Reading sessions with his or her teachers, on a regular basis. Texts chosen aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent written activities that allow children to reflect on the text. Pupils are given opportunities for independent reading during the school week.

All children have a reading book, at an appropriate level and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will change their stage books as often as needed. All reading to an adult is recorded in the class teacher's reading record.

We have a colour banded book scheme based on the phonics skills and progressing to fluency in KS2. The books are banded in colours. If teachers believe that children are independent enough in their book selection then after they have moved on from the Lime level, they can choose books from the class library instead of from the bands. This is to encourage those children that are confident readers to move onto 'real books' the scheme will be used to support children's reading development. Children who are not ready to advance to the next band will be encouraged to read more broadly at their appropriate level. We will support and encourage children through these bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

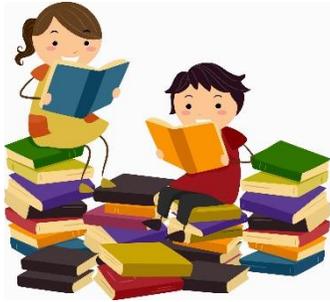
Reading regularly at home with parents or carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Research shows that it is the single most important thing parents can do to help their child's education. Reading aloud improves children's reading ability and their vocabulary; this in turn will feed into the quality of their writing. Discussing what is being read also develops comprehension skills. We expect every child to have a parent/adult listen to them read for 15 -20 minutes every night (to include reading and discussion of the book). Parents are asked to sign the Reading Diary daily. Children who read at least four times a week and have their reading record signed will be awarded a reading raffle ticket.

Class teachers ensure that pupils are using a phonics first approach to their reading. They should be breaking words down (segmenting them) into sound chunks and sounding them out before blending the sounds together. Children who need to further develop phonic knowledge, in particular their recognition of the 44 first representations of each sound as shown in Letters and Sounds, have a clear programme for progression and are supported and closely monitored by school staff. Teachers continually assess children's reading. Children's attainment and progress is regularly monitored.

## Homework

Homework remains important giving children opportunities to practise skills, deepen knowledge and foster independent learning. They also provide opportunities for learning together so you can share and enjoy in the children's progress.

As part of our safety measures, we are minimising what comes into school each day. We do have lots of online platforms which we will be using.



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**Spelling:** Your child will receive a pack of this half term spellings. The spellings to learn each week are clearly set out with activity sheets to practise spellings. There is no need to send this pack back to school. Spellings will be tested each Monday and we will be looking for those spellings to be applied to their written work. All the spelling lists come from Spelling Shed. Please encourage your child to log on, if possible, a couple of times each week.



**Times tables:** Times Tables Rock Stars is our recommended site for learning times tables. It has an in built teaching system so that once children are fluent, it will move them on. It is vital that children master their tables as so much maths is reliant on the use of tables. There are of course other online games and websites such as Hit the Button and mathschase.com that can be used or other games can be played at home.



**Tapestry:** We will post home learning project ideas on Tapestry and request that you upload photos of the resulting work for us to see. We will provide feedback on all the posts.



**Purple Mash:** Some home learning tasks will be posted on Purple Mash. We will be introducing the children to features within Purple Mash so they can navigate straight to a task. Again, we are able to provide direct feedback through Purple Mash.



**Teams:** Y5 and Y6 pupils know how to log onto Teams, read and respond to assignments uploading work. We can respond and give feedback on tasks through Teams. Y5 and Y6 will have some home learning tasks posted on here.

The children will be shown which platform their home learning is on and record this in their Homework Diary. Tapestry will be updated weekly with homework news.