



Stratford – Sub – Castle Church of England VC Primary School

Headteacher: Mrs Kay Bridson B.A (Hons) PGCE



Life in all its fullness

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Dear All

The last four months have certainly tested everyone in our school community and beyond! As the academic year concludes, I would like to thank everyone for the part they played in keeping the school running, through some of the darkest moments this school must have ever seen, since it was established in 1840.

Our staff have been truly courageous and I am extremely proud of them/us! Thank you.

I would especially like to thank Mrs Watkins, who amongst other things has communicated with families throughout the last few months. I know she has been wanted to assuage any worries; anyone may have had, at any point, even late at night. She is a gem!

I would like to apologise to Year 6 for the worst final year, for a Year 6 group that I have ever known! I am so proud of them. They have shown great resilience and fortitude. They had to bear disappointment after disappointment, yet they have kept smiling, plodded on and proved to be great adverts for Stratford School! As I told them on Tuesday, they are now part of history. When they are eighty in 2090, they will be able to tell everyone about it!

On Tuesday, before we sent the Year 6 pupils off, with a cheer and a tear, some awards were presented. A very special award was presented to Henry Burnside who has achieved 100% attendance for his entire time at primary school, (EYFS – Y6 lockdown)! Well done Henry, this is an amazing achievement. The traditional cups were presented to...

KS2 Progress Cup: Molly Habert and Matilda Cobb

KS2 Attainment Cup: Sophie Wood

Burnett Goodwill Cup: Rebecca Ashton

Smile Award: Ethan Ludlow

Music Awards: Henry Burnside, Jessie Lee Elliott and Sophie Wood

Bridson Good Sport Cup: Henry Burnside

During our Teacher Training Day yesterday, we made plans for September and recognised Mrs Waters, who has given ten years of service to the school and Mrs Aylett who has given twenty years. Well done and thank you, to both of you, for all your hard work and commitment. We are fortunate to have you.



Meanwhile, we are really looking forward to having a full school in September. The new prospectus is on the school website together with lots of other information. Look if you need information.

Finally, thank you to all our families for supporting us and for trusting us with your precious people! We look forward to keeping them safe, happy and learning in 2020/2021!

Kindest regards

Kay Bridson

Some things you may find interesting/ helpful...

Beyond Words is a charity that provides books and training to support people who find pictures easier to understand than words. The resources empower people through pictures. There **are free downloadable** books to use if you feel you need to help your child understand what has happened over the last few months. The words without books allow the brain to deal with emotions more effectively than when it is used to decode print.


<https://booksbeyondwords.co.uk/>



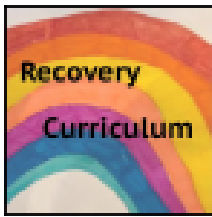
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Free resources to support people through the coronavirus pandemic

<p>Beating the Virus Illustrated by Lucy Berganzi</p>	<p>Good Days and Bad Days During Lockdown</p>	<p>Jack Plans Ahead for Coronavirus: a guide for family and carers By Irene Tuffrey-Wijne & Sheila Hollins</p>	<p>When someone dies from coronavirus: a guide for family and carers</p>
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 **Download here** →

You may hear the phrase **'Recovery Curriculum'** used in the media over the summer holidays. Our school is taking an approach devised by a father and son partnership!



<http://www.recoverycurriculum.org>

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University and his son Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire have spent time thinking about how schools and parents can best support children in September.

Here are some extracts from their blog 'Think Piece A Recovery Curriculum: Loss and Life for our children and schools post pandemic'.

'The 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children'.

'Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms'.

'We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.'

'The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).'

Our school is using the '5 Levers', as a way to systematically rebuild the school community. The approach actually matches our school ethos beautifully.

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

This means we are not expecting to get 'back to normal' immediately. We shall be concentrating on the 5 levers.