



**Academic Year
2019-20**



Welcome Back to Reception, Year 1 and Year 6 children

It has been wonderful to see children from the above years in addition to the children of key workers who have been with us since lockdown. It's sounding like a school again – we can hear noise and laughter in the corridors.

Reception and Year 1 parents and carers, please scroll down for information on slight changes to starting and finishing times which have been adjusted after experiencing how the system worked this week.

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Attached with this Newsletter is information on a support line run by Haringey Mental Health Support Team (MHST).

Years 2 to 5 children

Don't worry, we haven't forgotten your lovely Year 2 to 5 children. Whilst at this stage we can't actually promise anything, we are actively investigating how we might be able to bring the children back even if it's just for a visit to school to see their teaching staff and friends, and to mark the academic year that has ended in a rather strange way.

In the meantime, to enhance our home learning provision and provide some much-needed contact, we would like to offer a weekly face to face online meeting between the children and their teacher using Zoom Education which is an approved, secure platform.

Teachers will use the School's subscriber account and children can only join meetings with parental agreement and supervision. We are currently working on the logistics and GDPR checks.

It is **essential that we have both parental consent and agreement to a set of rules and security controls** to ensure we are safeguarding children and staff and complying with the Children's Online Privacy Protection Act and other applicable laws. The consent form and parental agreement will be sent to you by the end of next week via survey monkey.

NB: Please note we will be working on the new Reception transition plans next week. We are hoping for Government guidance to be published and then should be in a position to finalise plans WB: 22/6/20. Thanks for your patience.

Starting and finishing times for Reception and Year 1

Thanks to all parents and children for enabling the system of entry and exit to work so well, you have all been so incredibly co-operative, helpful and supportive that we are getting children into school more quickly than we thought. Please note the following small adjustments to timings:

Reception: Ruby Pod 9.10am & 2.00pm

Red Pod 9.20am & 2.10pm

Year 1: Pod 1 10.00am & 3.00pm

Pod 2 10.10am & 3.10pm

Pod 3 10.20am & 3.20pm

Information on talking to children about racism: updates on what we have been doing in school and supportive links for you to use from home

On the eve of George Floyd's memorial, I wrote to all our staff. We don't normally share our internal correspondence, but I thought it might be helpful for the community to be able to gain an insight into the impact it has had within and across our community.

38% of our staff are of BAME heritage.

'On the eve of the memorial service of George Floyd's death, I write to outline that many discussions, pain and outrage have been shared amongst the staff this week.

We clearly have so much work to do, say and educate along the road ahead.

We know we need to have much deeper, open discussions and take firm actions within the way we educate our community and acknowledge and challenge the social constructs created over hundreds of years. We have a duty to expose the inner workings of racism.

We have so much to do with regards to the development of ourselves, curriculum and practices within school that cannot be addressed immediately today.

Within our vision and SDIP we have identified actions and work to do but Covid 19 has already exposed the need for much swifter and immediate actions.

There are members within our community who are more at risk and deeply suffering right now.

We have talked with staff about discussions and work we need to do next week and in the coming weeks.

We need to draw upon the experiences and information of some of our staff who can educate us and inform us how to approach things appropriately and immediately.

This is such a difficult and painful area and some may feel anxious or worried that we/they may get it wrong in holding discussions with children, but the only wrong is not to talk about it. We will make mistakes and mess it up, especially if this is not our lived experience, but it is imperative we find ways to be more informed and aware about the impact of social constructs/unconscious bias we may not even be aware of.

As a safe, contained start, Liz will be sharing information from Rights Respecting Schools, next week's work is on the premise of the articles and exploring Article 42 - Knowledge of Rights.

Knowing what your rights are is the starting point of building a society that works for everyone. Governments have an obligation to make sure children know about the Convention.

In light of the global protests in the wake of George Floyd's death we would encourage you to use the Convention as a starting point for lessons and discussions with students about racism.

There are many articles that are relevant in this context. Article 42 is essential for helping everyone understand what we need to create a society where everyone's rights are respected and upheld. Next week we will explore Article 2 - Non-discrimination.

There are many other things to think about and how to integrate into your planning how you help children live and learn to be anti-racist.

There is much work today, but I wanted staff to know it remains present and in our thinking and if you have any suggestions or require further support please speak out. We have many listeners, doers and thinkers in our community...

And for staff who are BAME, I really cannot even begin to know what it must be like to walk in your shoes, but we will work hard to try to. I really hope in these very challenging times you at least feel we have given thought to your wellbeing and safety within the school and have taken measures to try to protect you as best we can. If you feel there is more to do, please speak up. To reiterate, the only wrong thing is not to say anything.

I don't pretend to know it all, if anything, so I hope no-one is offended by my words. We need to be more open and I hope this goes some way to at least attempting to open the door for others to walk through.'

We have worked on these resources this week and you will find related work on your child's Seesaw account. For your own information: **Article 42** (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

Next week we will have a more detailed focus on **Article 2** – Non-discrimination.

The article at the link below provides a good entry point for discussions around racism and the Black Lives Matter movement (not forgetting of course, the many other forms of discrimination which apply to a range of protected characteristics including gender, sexuality and religion amongst others).

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/article-of-the-week/>

We are sure many children have been discussing George Floyd at home and discussion of Article 2 will inevitably lead to further questions and children wanting to talk to you. We have therefore attached a link to a Save the Children article which you may find useful when talking to your children.

Save the Children: Talking about racism and social justice

<https://www.savethechildren.org/us/charity-stories/tips-teach-explain-racism-to-children>

In addition, these articles may also be of use:

<https://www.bbc.co.uk/programmes/articles/7xvLw6Q4qbJBnkzki6xm9Z/how-to-talk-to-your-children-about-race-and-racism>

https://www.todaysparent.com/family/parenting/how-to-talk-to-kids-about-racism-an-age-by-age-guide/amp/?_twitter_impression=true

In response to the momentum of the BLM movement, Muriel Thompson, who is one of our Y6 teachers and Y5/6 Phase Leader, is in the early stages of a creative project using spoken word and symbolism through icons. She is designing T-shirts to raise money for the cause.

Therefore, to echo Muriel's cause, Y6 are doing an Activist Project: Just a for a cause they are passionate about. We plan to host the children's work on our website. Further information will follow. As a reminder, following the work we did over 18/19 on rewriting our vision and 5-year plan you can see how the above fits within our strategic work. If you didn't read them in September, now might be a good time to revisit.

If you would like to see how this links in with our vision and golden pledge to children:

<https://muswellhillprimary.co.uk/about-us/values-and-pledge/>

To read about the purpose of our curriculum:

<https://muswellhillprimary.co.uk/about-us/creativity/>

To look at the actions within our School Development and Improvement Plan:

<https://muswellhillprimary.co.uk/wp-content/uploads/2020/01/Muswell-Hill-Primary-school-SDIP-2019.pdf>

University College London Research Project – please can you help?

We would like to draw your attention once more to the following item that we sent out a few weeks ago.

We still think this is incredibly relevant and would warmly encourage parents and children to take part. It is a fun game and we can learn so much in the process:

The pandemic and the measures taken to fight it have been incredibly challenging for all of us for different reasons. Working from home, home-schooling, social isolation - the resulting stress for parents and children is immense. We have been approached by Dr Nik Steinbeis, Associate Professor for Child Psychology at University College London and a parent of our school. Together with his group (<http://www.dcp-lab.org>) he studies how children cope in stressful situations and why some children struggle while others continue to thrive. Nik and his team invite families of our school to take part in an online study that seeks to understand children's and parents' responses to the current situation. The study consists of two parts, a game for children aged 6-11 and a questionnaire for parents. We took the opportunity to speak to Nik and we would like to encourage you to participate in the research. The findings have real potential to speak directly on how children and parents can be supported through such crises, which may well occur again in the future. If you would like to take-part please follow this link: <https://bit.ly/2Znd5tH>

Many thanks.

Message from Elena, Maths Leader and Assistant Headteacher, for parents/carers of children in Years 1 to 6

I hope you are all keeping well in these continued challenging times. As Maths Leader here at MHPS, I feel it is important for you as parents to see what key maths facts your children are learning at the different stages of the academic year.

You will receive an email from your child's AHT on Monday 15th June with **half termly Key Instant Recall Facts (KIRFS)** attached for your child's relevant year group.

We were going to start sharing these with each half-term's home learning projects from September but due to this current climate we thought we would share them earlier.

Please understand that your child would normally have half a term to work on each of these concepts. It is very important for children to feel confident with the recall of number facts so they can free up their working memory when posed with more challenging mathematical problems.

I hope you will find these useful as a way of knowing what number facts your child has learnt, is currently learning or will be learning at each stage of the academic year.

We will also put these on the Maths section of the website too. Thank you.

Fruity Faces



We would like to share these wonderful pictures inspired by 'Arcimboldo's Portraits of Food by Klaus Enrique Gerdes'. Year 4 and several of the other year groups were given the art task to create faces using fruit. Toby not only built this website but has continued to nurture and grow it. It is a joyous thing to get lost in. Muswell Hill Gallery Website – <http://mhpsmasterpieces.wordpress.com>

We must also **thank you** at this stage, for all of your contributions to helping make it was it is... We dare you to hold back the tears!

Preparation and Transition – Year 6

Year 6 are out of the block and will be starting their transition work with the team. This is bolstered by our 'Live Your Dreams programme', which we ran last year with a remarkable woman called Tracey Campbell, Director of Together Transforming Behaviour. Her website is <https://www.togethertransformingbehaviour.com> if you are interested in her work.

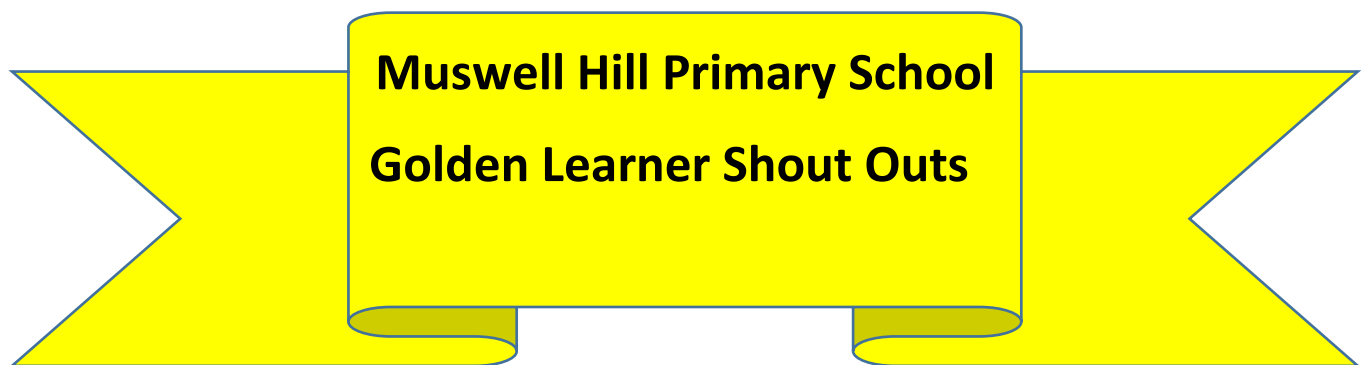
This is her opening message.

Hi Year 6!

I am thrilled that I get the opportunity through my Live Your Dreams Transition Programme to help you prepare and process your feelings about your move to Secondary School.

I am fully confident that you will find this course helpful as it will:

- Help you identify and manage your feelings.
- Bring reassurance about what you can expect in Year 7.
- Challenge you to review your primary years and consider whether you need to address attitudes and behaviours that could hinder your success at Secondary School.
- Answer questions such as 'Is it true that this happens to You?'



RUBY CLASS – Grace's Shout Outs

Golden Learners this week are Orfeas and Chloe. I have watched three videos of Orfeas read and I am so happy with how much progress he has made. Orfeas knows me so well and he read one of my favourite Dr Seuss Books 'The Cat in the Hat Comes Back'. When he comes back to school, he will have to read it to the class instead of me. Well done Orfeas!

Chloe was the first child to arrive when Reception welcomed children on Tuesday. She arrived with the biggest smile on her face and squealed with joy. On a day absent of sunshine, she brought rays of warmth into Red Class.

RED CLASS – Helen and Roisin's Shout Outs

Sully was the first child to arrive for Red Pod opening. He lined up with mum, smiling and waving and made all the staff feel very relaxed and motivated to teach. Also, he shared with Roisin, Andi and Mandi lots of information he knew about Croatia and taught us his and his brother's Croatian name. Very impressive!

Olivia was picked as this week's Golden Learner for finding her inner brave. She had a brilliant week and learned, played and washed her hands, all with the same determination. Well done!

ORANGE CLASS – Jeni’s Shout Outs

Isla is my Golden Learner this week. She is always trying her hardest to improve, always taking feedback on board and showing this in her work.

AMBER CLASS – Lucy’s Shout Outs

Ryan for his amazing commitment and enthusiasm for maths.

YELLOW CLASS – Geoff’s Shout Outs

I would like to nominate Kian and Evie for consistently uploading their excellent work onto Seesaw and interacting with the activities that have been sent home. Kian has impressed me with his fabulous displays of reading and writing proving that he has been practising hard at home. Meanwhile, Evie has proven she is a master of the 3 times tables and has been uploading lots of outstanding artwork. Well done to them both!

GOLD CLASS – Nathan’s Shout Outs

Florence - for making a great game with her brother to help her to learn about Children's Rights.

Alex C - for working so hard on his reading at home.

GREEN CLASS – Kath and Rebecca’s Shout Outs

Alice for her excellent maths explanations and all-round effort on Seesaw.

Violet for her exquisite art and maths explanations.

Guilherme for his exquisite art.

Malek for his excellent maths explanations and all-round effort on Seesaw.

EMERALD CLASS – Lara’s Shout Outs

Filippos for his incredible stop motion video. With his family he constructed a set out of milk cartons. He then added lego figures to show the different activities he's been doing at home over the last few weeks. It shows so much time, effort, and creativity! Well done Filippos! We’re sharing the link to the video below.

<https://www.youtube.com/watch?v=XrdOKj6hMHs>

Annabella for her beautiful piano playing in response to our Year 3 talent show on Seesaw! Please check it out on our Emerald class blog! Well done Annabella for keeping up with your rehearsals. I am so impressed. Lara.

BLUE CLASS – Ritu’s Shout Outs

Amber: For always putting a 100% into all your activities and producing high quality work. I love your extra self-chosen tasks like presenting a video on stick insects with such enthusiasm! Keep it up, you've been amazing.

Finlay: For completing so many tasks and always ensuring beautiful presentation. Your tiger drawing for one of the science tasks was just fantastic, you are a skilled artist. You have put a 100% effort into all you have done which is amazing. Keep it up, you've been fabulous.

SAPPHIRE CLASS – Meabh’s Shout Outs

Tristan and Imogen: Both were chosen for their non-chronological reports about a fictional animal that they had created. Imogen wrote about a mercrumpet. She used sub-headings to structure her work, adjectives and sophisticated vocabulary like 'basking on a sun-drenched rock'.

Tristan wrote about the wolforseiggy (a mix of the wolf, horse and pig). He used sub-headings, detailed description and interesting vocabulary.

COBALT CLASS – Sophie’s Shout Outs

Sam M for his continued commitment to Maths and Literacy on Seesaw and explaining his reasoning but also his perseverance with handwriting too which he has been practising daily.

INDIGO CLASS – Jack’s Shout Outs

Lawrence is my golden learner this week for his persistent tenacity and drive to become a better mathematician. This week the children have been learning about decimal numbers and through See-Saw I can see the hard work he has put in, not just this week but since home-learning began. Well done Lawrence - I'm proud of you!

Eylul is also my golden learner this week for her brilliant work on the Vikings. As we come towards the end of our Anglo - Saxons topic, the children were asked to do a 'How much do you know' quiz. She has clearly learnt lots during the time that she's been at home as she scored fantastically on it. Keep up the hard work Eylul!

AMETHYST CLASS – Joseph’s Shout Outs

The Golden Big Brain for the last week goes to Anastasia. Despite Anastasia having some technical troubles with Seesaw over this period, she has not let that stop her from having a very productive 'lockdown'. As well as baking numerous incredible-looking cakes and pastries, Anastasia has been helping her grandma in the garden, keeping up with her maths and English work and she has even performed a song in a concert online which I hope to show you soon. Well done, Anastasia and I look forward to seeing you soon!

VIOLET CLASS – Muriel’s Shout Outs

Will: The Golden Learner of the week of Queendom A, has shown natural leadership skills through-out the year - this has been noticed by both myself and Liz. He's cool, calm attitude allows people to feel safe in his company and listen to his wise words. His dash of humour brings a smile to all and this week in particular it was nice to see him so excited to get back into his learning. I can't wait to try some of your recipe during your South America lesson. Well done Will the meme king - keep it up.

Rosie: The Golden Learner of the week of Queendom B, could be Golden Learner every single week. She is enthusiastic and ALWAYS ready to learn! She is thoughtful and an absolute delight to have in the classroom. I was especially touched by the instagram activist post and the first stanza of her 'Just a school?' poem. I know you will keep up the brilliant work and want you to know I am proud of you Rosie!

**Have a great weekend – we hear the sunshine is coming back!
Stay Safe, Mandi**