



Waycroft Academy Newsletter - 7th
March 2025

Contents



- A Message from the Headteacher
- Health & Safety/Safeguarding
- Attendance
- SEND and Mental Health
- EYFS
- KS1
- Lower KS2
- Upper KS2
- Achievement Assembly
- Save the Dates
- Payment reminders (camps and trips)
- Community Notices

A Message from the Headteacher



Welcome back to Term 4! The last few weeks have been busy but incredibly rewarding; thank you so much for the way you have supported the children, school and Friends of Waycroft in a variety of activities including: paralympic visitor, smarties tubes and World Book Day. Yesterday it was wonderful to hear the children guessing/discussing each others' characters and talking about books and we really appreciate the effort that everyone put in to sort costumes. We have also been carrying out some recruitment recently and included our school council in the process; the children involved have shown a great understanding of our school in the questions they have asked and the candidates have been really impressed by them.

We really enjoy celebrating children's achievements that happen outside of school and I really appreciated an email I received from a parent/coach of Cutters Friday Juniors F.C U6. This described the way that eleven of our Year 1 children showed all three of our school values in their matches last weekend; these children were celebrated in assembly this morning. If anyone is not already aware, our staff refer to our values of 'Ready/Respectful/Resilient' every day (as part of our Behaviour Policy) and we are incredibly proud to hear when these values are shown in activities outside of school as well as during the school day.

With spring just around the corner (13 days and counting!) we are looking forward to some good weather and the various different types of learning that can happen outside as a result. I hope everyone has a great term and look forward to seeing you at parents' evenings shortly.

Mr Smith

Health and Safety/Safeguarding



Health and safety reminder

Please may we remind you that children are not to play on the school playground equipment outside of school hours, as a school we cannot be responsible for any accidents that may occur. We would also like to remind parents to ensure their child does not ride their bike or scooter on school grounds.

Attendance



Week commencing - 25/02/2025

Whole school attendance - 95.1%

EYFS/KS1 class with highest attendance - Mayflower 98.6%

KS2 class with highest attendance - Cutty Sark 98.3%

Week commencing - 03/03/2025

Whole school attendance - 96.7%

EYFS/KS1 class with highest attendance - Pinta 98.2%

KS2 class with highest attendance - Discovery 98.8%

Penalty Notices

- If a child has at least 10 (10 or more) sessions of unauthorised absence in 10 school weeks, their parent/carer(s) may receive a penalty notice (a morning or afternoon is one session; a whole school day is two sessions.)
- The first time a penalty is issued within a three-year rolling period, it is £80 (per parent/carer, per child) payable within 21 days, rising to £160 if paid between 22 and 28 days. (If the fine is not paid, the parent/carer may be prosecuted for the child's unauthorised absence.
- The second time a penalty notice is issued to the same parent/carer for the same child the amount will be £160 per parent/carer, per child (if paid within 28 days). There is no reduction in the amount if the penalty is paid early. (Again, if the fine is not paid, the parent/carer may be prosecuted.)
- Fines per parent/carer will be capped to two fines within any 3-year period. Once this limit has been reached, a prosecution will be considered. Prosecution may result in fines of up to £2,500 per parent/carer, per child.

School attendance: Is your child missing out?

	In a week means missing ...	Over a year means missing...	Over the seven years of primary school means missing...
100% attendance	No days	No weeks	No learning at all!
90% attendance	Half a day	Almost four weeks	Over four terms
80% attendance	One day	Over seven weeks	One school year and two terms
70% attendance	One and a half days	Eleven weeks	More than two years
60% attendance	Two days	Over fifteen weeks	Two years and four terms
50% attendance	Two and a half days	Almost twenty weeks	Three and a half years



Special Educational Needs & Disabilities

Bristol Parent Carers

On Monday, myself and a couple of Waycroft parents attended the Annual 'Together for SEND' event at We are the Curious. It was a fantastic day, full of workshops targeted at supporting children with SEND.

Please do make use of their website and the services they offer.

Their most recent Newsletter can be accessed through this link: <https://midd.me/PltO>

Who are Bristol Parent Carers?

They are a non-profit organisation based in Bristol, consisting of volunteer parent carers of children with special educational needs and disabilities (SEND). As a pan-disability charity, they provide information and support to all families, regardless of their child's type of need or diagnosis status.

They work with local SEND services to ensure that the support and services they offer suits the needs of families. By working together they can help ensure families, children and young people get the right support, at the right time, and in the right way. They aim to empower families by keeping them informed of the full range of local support options available to them, so they can access the resources they need.

As parent carers themselves, they understand the importance of having a voice. That's why they are dedicated to listening to families and ensuring their thoughts and experiences are

taken into consideration. By sharing your experiences with them, you have the opportunity to help shape services that truly meet the needs of families just like yours.

<https://www.bristolparentcarers.org.uk/>

EYFS



Admiral

Children in Admiral nursery have been thinking about where we live and have had great fun looking at Stockwood using Google Earth. We have zoomed up, up, up to see the whole of planet Earth and then gradually back down to see the United Kingdom, Bristol, Stockwood and Waycroft School. We have looked at different types of houses and learned their names, before painting our own junk model houses. The children have loved revisiting the story of "The 3 little pigs". They have been experimenting with retelling the story and then building homes for the pigs from hay, sticks and bricks and using a hairdryer "Big Bad Wolf" to blow them down again.

Mary-Rose Pre-School

Pre-school have had a fantastic start to Term 4, settling back in with excitement and enthusiasm! This term, we are exploring the important people who help us in our community and beyond, sparking curiosity and imaginative play. The children have loved transforming into vets in our home corner, carefully looking after their stuffed animal

patients and making sure they are happy and healthy. Outside, they became brave firefighters, working together to put out pretend fires and keep everyone safe. They also had great fun using toy boats to carry out daring rescues, saving stranded people and bringing them to safety.

To add to the excitement, we had a wonderful World Book Day celebration, where the children immersed themselves in a day full of storytelling and creativity. We focused on the beloved book *Dear Zoo*, enjoying a range of hands-on activities inspired by the story. From acting out different animals to creating their own versions of the tale, the children had so much fun bringing the book to life. It has been a brilliant start to the term, and we can't wait for more exciting learning adventures ahead!

Reception

Reception have thoroughly enjoyed reading *Superhero Like Me* and *What the Ladybird Heard on Holiday* over the last two weeks. *Superhero Like Me* sparked their imagination, inspiring them to think about their own superhero powers and how they can help others, leading to exciting discussions and creative role-play activities. It also encouraged them to reflect on real-life heroes, such as doctors, firefighters, builders, paramedics and supermarket workers, and appreciate the important roles these people play in our communities. Meanwhile, *What the Ladybird Heard on Holiday* captivated them with its engaging rhymes and clever storytelling, keeping them eager to predict what would happen next. They loved joining in with the repeated phrases and exploring the adventurous journey of the little ladybird too. World Book Day was amazing fun! The outfits were awesome and children were eager to share and read so many stories!

We hope everyone has a great weekend! :)

KS1



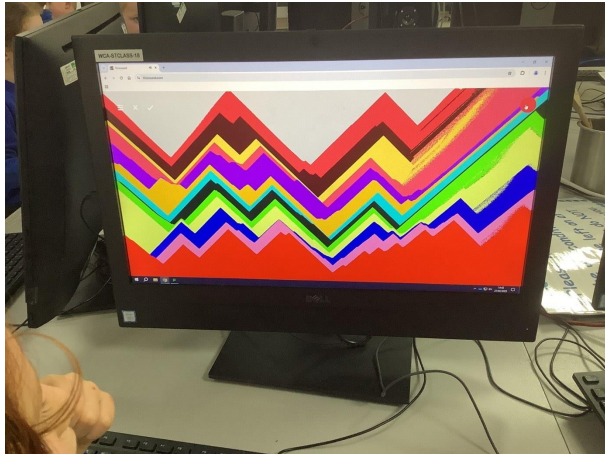
Year 1

In computing this term Year 1 are learning basic computer skills.

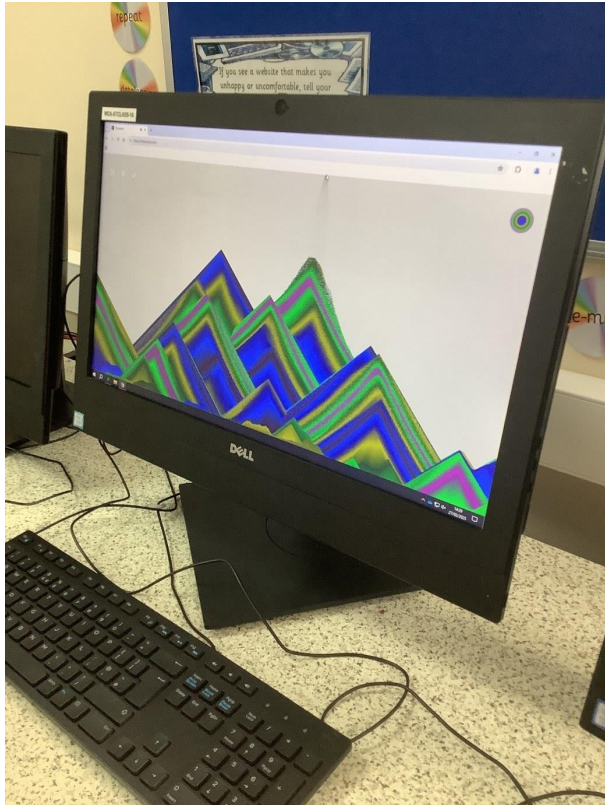
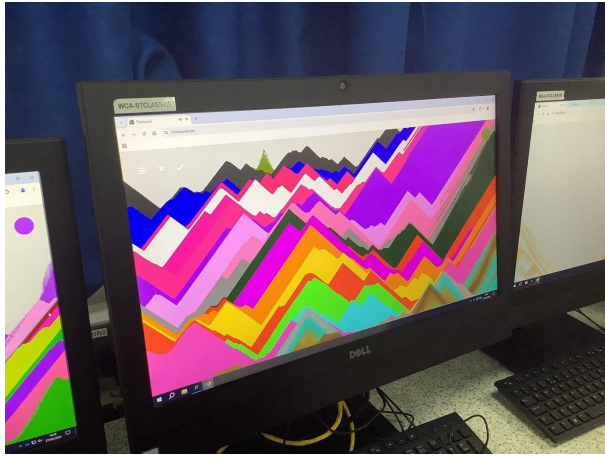
In Lesson 1 they have been using the computer mouse and showcasing their creativity using the website ThisIsSand.com. Pupils created wonderful digital art by simply using their mouse to pour virtual sand in various colours and patterns. It's been wonderful to see their imaginations and pictures come to life as they experiment with different shapes and colours!

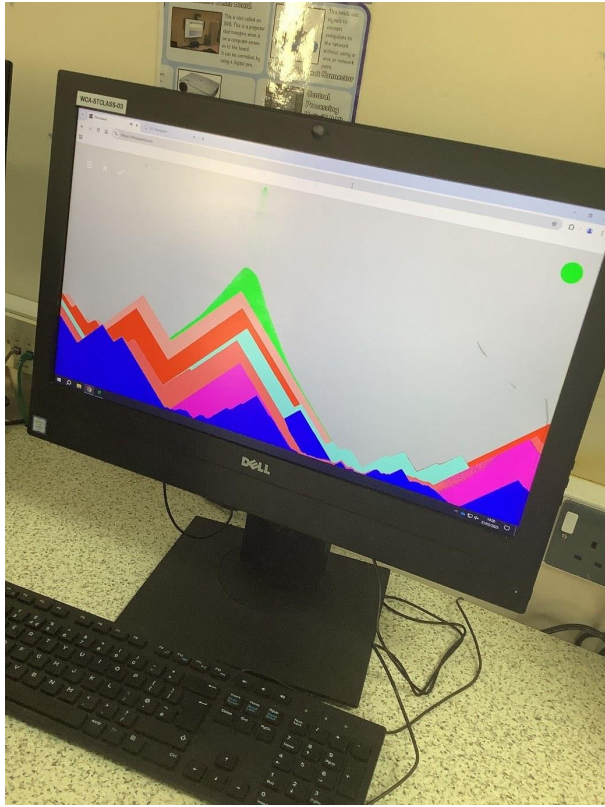
Year 2

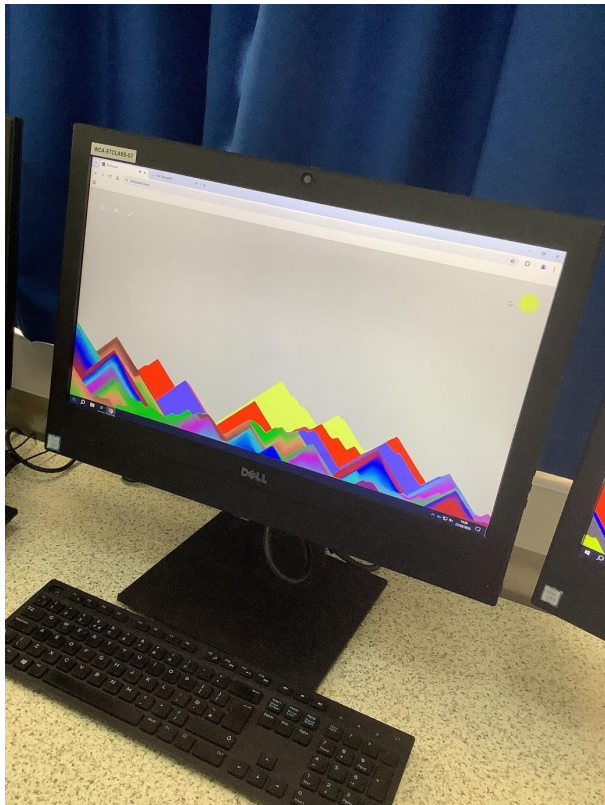
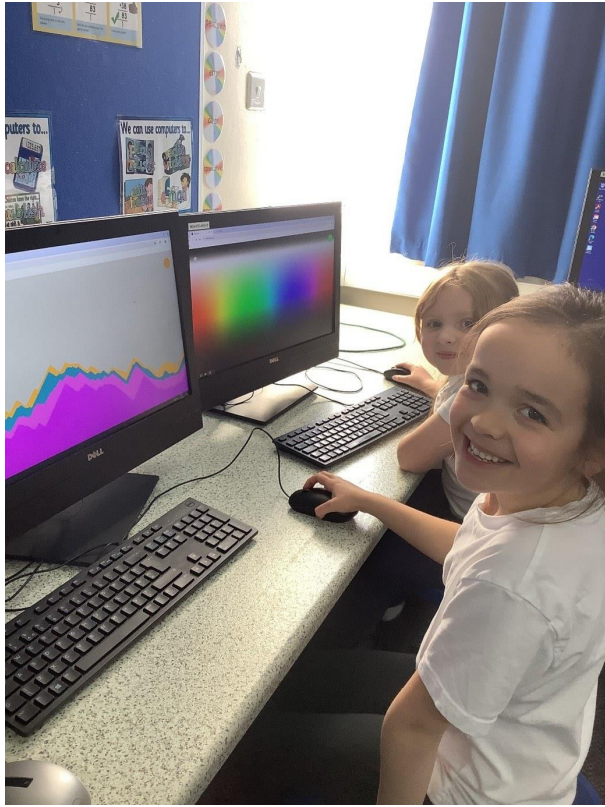
Year 2 had a wonderful World Book Day. We had lots of fun discussing each others characters and the children showed great enthusiasm during the hot-seating activity. Thank you for all your hard work with the children's costumes!

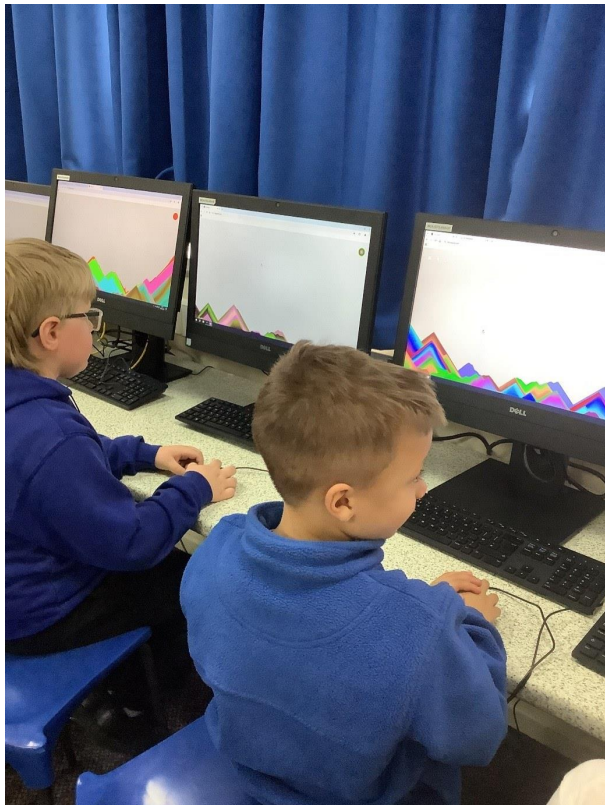
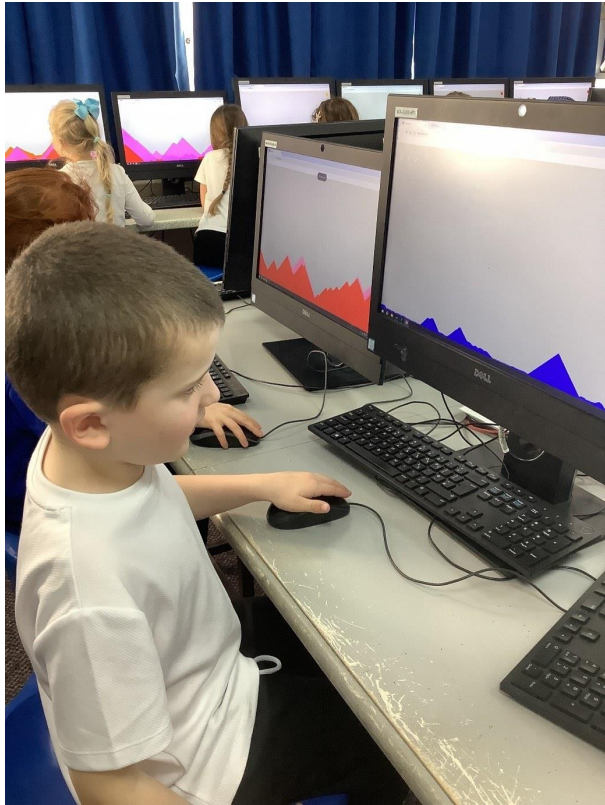














LKS2



Year 3

In English, we have been learning about the features of a diary entry, which resulted in Year 3 creating their own, imagining that they were characters in their class reader: *The Wild Robot*. Children have begun their maths unit on fractions, in which they have been comparing and ordering fractions, including on a number line. In geography, children have been learning about the 8 compass points and 4-figure grid references. Next week, they will be learning about the geography in relation to Europe and other countries within it.

Year 4

Year 4 have worked very hard this week. They have really enjoyed creating non-chronological reports about the human body, using all of the science information they have learnt last term. They have continued to practise their measurement skills and have enjoyed solving problems to find perimeter. In art, they have begun to look at Matisse and created their own interpretations of 'The Dance' painting. They have been enjoying their gym lessons with Bristol Sports.





















UKS2



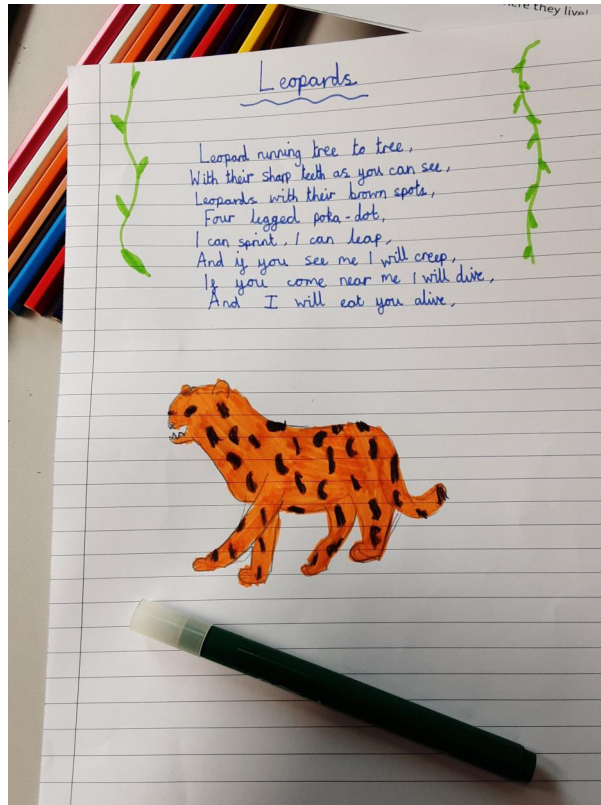
Year 5

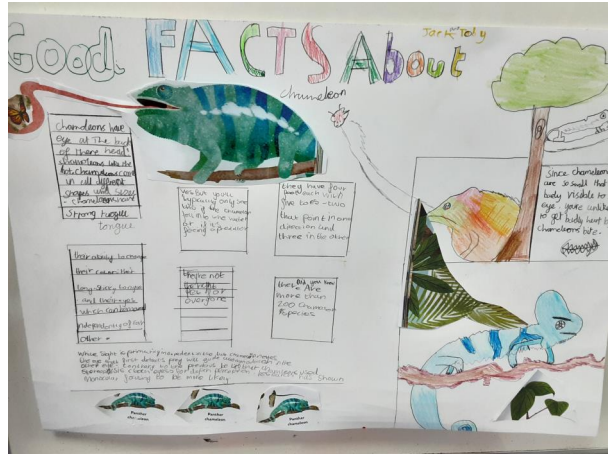
It's been a superb start to the term for year 5! This week we have been writing about the fascinating life of Sir David Attenborough. Year 5 have put on their dancing shoes this term and have been making some fantastic hopes on the Waycroft dance floor. We had a fantastic world book day creating our own creatures inspired by Shaun Tan's "The lost Thing" and imagining taking the home to our adults.

Year 6

Year 6 have had a fantastic start to the term, coming back from the break with a positive attitude towards their learning. In English, the children have been working on writing a narrative based on the short animation, 'Broken: Rock, Paper, Scissors'. This week they have been focusing on the use of dialogue and figurative language within a narrative. In history, they have started to learn about their new topic based on, The Tudors and have started to investigate, 'Battle of Bosworth', we have linked the history to their art where both classes have started to create portraits of either Henry VIII or one of his wives.







Achievement Assembly



Well done to the children who received certificates in assembly-keep up the great work!





Save the Dates for Term 3 and 4



Thursday 13th March - Year 4 Swimming to commence

Thursday 19th March - Year 2 dance festival

Friday 21st March- Red Nose Day (Denim for dementia has been postponed due to date clash)

Tuesday 1st April-Parents' Evening

Wednesday 2nd April-Parents' Evening

Monday 12th May-Thursday 15th May - Year 6 SATs tests

Thursday 22nd May - Year 5 Swimming to commence (more information to follow)

Inset Dates 2024/2025

Monday 24th February 2025

Friday 4th July 2025

Monday 7th July 2025



Red Nose Day - will be taking place on Friday 21st March. This is the QR code for making donations, please note we will not be taking cash on this day. Any donation you are able to make will need to be via this QR code.

Payment Reminders



Year 2 camp - If you have not paid the deposit or spoken to the office, we have not included your child numbers. The suggested payment plan is £25 due 29th November 2024, £25 due 31st January 2025, £25 due 28th February 2025 with final balance of £25 due by 30th April 2025.

Year 2 camp Pupil Premium - If you have not paid the deposit or spoken to the office, we have not included your child numbers. The suggested payment plan is £10 due 29th November 2024, £10 due 31st January 2025, £10 due 28th February 2025 with final balance of £10 due by 30th April 2025.

Year 4 Swimming - £24 due 28th February 2025.

Year 6 Simonsbath camp - £50 deposit due 25th October 2024. With the suggested payment plan of £90 due 31st December 2024, £90 due 28th February 2025, £90 due 25th April 2025 with final balance of £89.58 due by 30th May 2025.

Year 6 Simonsbath camp Pupil Premium - £50 deposit due 25th October 2024. With the suggested payment plan of £40 due 31st December 2024, £40 due 28th February 2025, £40 due 25th April 2025 with final balance of £34.79 due by 30th May 2025.

Community Notices



Kinship are the leading kinship care charity in England and Wales. They are there for kinship carers – friends or family who step up to raise a child when their parents aren't able to. Please see the link below for further information to access as well as a Kinship Roadshow taking place on 20th March.

[Kinship: Home | The Kinship care charity | England and Wales](#)

[Kinship Roadshow Bristol - Kinship](#)

Price & Buckland - Price Increase

We will be implementing a small price increase effective **April 1st, 2025**.

Price and Buckland understand that pricing adjustments can be a concern but please be assured that we have made every effort to keep this increase as minimal as possible.

Bristol Parenting Groups

- Are you pregnant or a parent of a 0 - 8 year old?
- Would you like to add ideas and skills to your parenting toolbox?
- Would you like to develop more confidence in your parenting?
- Would you like to understand your child better?

Free groups for adults run by Bristol Children's Centres

Your parenting toolbox:



For more information please call: 07721 311 497 or email: pssso@bristol.gov.uk

Once you have registered your interest via: www.bit.ly/BristolParentingGroups we will be in touch to find the best group option for you.

Countdown to Year 7

On 3 March you will receive the outcome of your child's Year 7 secondary school application.

Starting secondary school is a key milestone which is both exciting and can understandably lead to feelings of apprehension. Schools are here to work with you to help make your child's transition as smooth as possible. The below information gives key dates and other tips to support secondary transition.



Key Dates

- **3 March** you will be notified the outcome of your school application.
- **17 March** deadline to respond to school offer. If you applied online you can respond using the online Parent Portal.
- **2 and 3 July** secondary your child attends Year 7 induction day for all Bristol schools.
- **2 September** start of the new school year. Your child joins their new school.
- Remember to check secondary school start times and dates as some schools will hold inset days at the beginning of the new school year.

What schools will do

- March onwards secondary schools start preparing for children joining them in September.
- Secondary schools hold meetings for new parents either in-person or remotely online.
- Secondary schools may send written information to you either directly or via your child's current school.
- Secondary schools work with your child's current school including visiting your child at their junior/primary school.
- Secondary schools offer a wide range of induction support.

What you can do

- Positively engage with the school your child has been offered a place at by attending new parents events and responding to requests for information.
- Support your child to attend the new Year 7 induction day.
- Discuss with your child's current school any concerns about secondary school.
- Make sure your child has the correct equipment and school uniform for their first day.
- Before the summer holidays make sure you know the date and time your child is due to start school on their first day.
- Practice the route to school during the summer holidays if your child is unsure.
- Make sure your child knows where to go when they arrive at secondary school.



Top 10 tips for transition to secondary school

1 Be informed

Make sure your child has the information they need to feel reassured about how things work in their secondary school. For example, the canteen system, lockers, maps of the school, etc. Find out about extracurricular activities offered at the school in line with your child's current interests.

2 Become familiar

Visits or virtual tours of the new school can help children feel more familiar with the environment they will be in. Similarly, meeting teachers or seeing photos of staff can also help.

3 Early contact

Talk to your child's current primary teacher early on about your child's anxieties around transition to secondary school. Also inform their secondary school and keep communicating with the school once your child has started.

4 Practise

Take the route to school together several times before they start school to increase your child's confidence in travelling alone. Encourage your child to take responsibility for their belongings and practise getting their bag ready for school.

5 Connect

Make contact with other children and parents who are going to the same secondary school as your child. Your child's primary school may be able to help facilitate this.

6 Mindfulness

If your child is feeling anxious, encourage your child to stay in the present by listing things they can see, hear, smell, touch and taste. Encourage your child to take deep breaths and concentrate on their breathing. You could try some mindfulness exercises – consider using an app such as Headspace for Kids.

7 Worry box

Your child can write each worry down and post it in the box out of sight. Leave the worries in there for a week or so to see if they were worth worrying about (if not they can be torn up). Alternatively, designate a specific 'worry time' for around 10 or 20 minutes, (but not too close to bedtime), so worries can be saved up for that time. This gives the message that we are in control of the worries and not vice versa.

8 Communicate

Talk to your child, listen to their fears regarding their transition and respect their feelings. Maintain a place of safety and reflection – snuggle time, bike ride or whatever your child enjoys, where they feel safe to share their concerns with you.

9 Key adult

Consider asking your child's new school for a key adult that your child can have regular check-ins with once they start school.

10 Routines

Ensure good bedtime routines are established well before term starts. Try to leave enough time in the mornings to get ready as a calm start to the day can help with anxiety.



All schools should provide:

(According to Ofsted and DfE guidance)

School environment

- **A positive and respectful school culture** in which staff know and care about pupils.
- **Pupils feel safe**: bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- **Inclusive**: meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.



Developing students

- **Awareness of mental wellbeing**: through the curriculum and reinforced through school activities and ethos.
- **Developing confidence, resilience and knowledge** so students can manage the normal stress of life effectively and keep themselves mentally healthy.



Promoting

- **Welfare of pupils**: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.
- **Mental health**: schools should consider appointing a designated lead for mental health.
- **Inclusion**: making 'reasonable adjustments' to make sure disabled students are not discriminated against.



Questions to ask schools

- What is your anti-bullying policy?
- How do you support students' well-being and mental health in school?
- How do the pastoral staff support students?
- Do you have a designated teacher for mental health?
- How do you promote an inclusive environment?
- How do you support students to become resilient?
- What reasonable adjustments have you made for students with additional needs?

Bristol Educational Psychology Service

Based on tips from these websites:

- schoolrefuserfamilies.wordpress.com
- www.mentalhealth.org.uk
- www.bps.org.uk
- youngminds.org.uk
- [Educational Psychology Reach-Out](https://www.educationpsychology.org.uk)



BRISTOL
LEARNING CITY



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