



The John Hampden School Wendover



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NEWSLETTER

KEY UPCOMING EVENTS:

Close for half term: 3.15pm on 22nd October

Open after half term: Monday 1st November

SAFETY WEEK: Monday 1st November—5th November

HEALTH WEEK: 8th November — 12th November

1. MESSAGE FROM MRS BARNES

I hope you found the meetings with teachers this week useful. We deliberately organised them earlier in the term than usual and from our perspective we found it extremely valuable to be able to share our observations about how your children have settled in to their new classes. I would like to thank you for adhering to the Covid-19 guidance at these meetings—it was for the safety of all concerned that we put these measures in place.

Our Covid-19 risk assessment remains very much at the forefront of our minds as we cope with the challenges that recent and on-going positive cases in staff and pupils have brought. We appreciate you remaining vigilant and acting to organise testing for your child if necessary. For our part we continue to ensure:

- All occupied spaces are well ventilated
- Good hygiene is regularly promoted, including hand washing and covering the nose and mouth when coughing/sneezing.
- Regular hand sanitising
- Regular thorough cleaning
- Daily learning outside the classroom
- Year groups are kept separated at lunchtime and playtime
- Staff are completing regular lateral flow testing

Please could I remind parents/carers that whilst on the school grounds we would ask that you keep your children with you at all times and do not allow them to run off and play with others. This is especially true if you are having to walk across the school car park. Additionally we request that you stop your children from playing with the outside equipment before and after school as it is designed to be used with staff supervision. Thank you in anticipation of your support.

On Tuesday we held two of our 'Open Morning' sessions for prospective parents. Another two are planned for Thursday 21st October and a further two on Wednesday 3rd November. If you, or anyone you know, is looking for Nursery or Reception school places for September 2022 (or Nursery places for January 2022) do phone the school office and book one of the remaining times to view the school.

May I take this opportunity to wish you a good half term break and we look forward to seeing you back in school for another action packed half term when we return to school on Monday 1st November.

2. GOVERNOR SECTION

5 hints for helping your child with their reading

Helping our children to read seems to have changed so much over the years...and yet the main stuff has stayed the same. A recent US study (PACE) showed that the pandemic has caused a third of Y2/3 readers to be less fluent than pre-pandemically (yes, that's now a word). However, certainly here in Wendover, there is no shortage of *highly* conscientious families wanting to do their best for their children.

We know reading is good for our children, that it helps develop their brainpower and widens their vocabulary in preparation for further subject areas (eg maths, history etc). We know reading is good for our relationships with our children, that it gives us a cosy time when we can boost their confidence and get lavish praise in for a relatively simple task going well. We know that children who think reading is cool now, at this age, are much more likely to keep reading throughout life. We also know that fluent readers are much more likely to be good spellers. So we know we *should* be helping with reading, but how DO we find the time to help our children to read? Life is so busy, the children (and we!) get so tired and then if you're a working parent you may not physically even be with them until they're almost crawling into a bath!

Here are some things I find work for us:

Little and often: most sessions our girls only read 2 or 3 pages to me, but that gives us the chance to re-read for fluency ("Now read that sentence again so you *really* know what's going on", "How would that animal say that?") or to unpick understanding of some new vocabulary (eg "as pale as ivory"). The main aim here is to share enjoyment. We do also sometimes read the whole book/chapter in one go, as it's important too to experience a whole plot.

We aim for 5 times a week: if your school week is anything like as busy as ours, then hearing the children read every weeknight just physically isn't possible. I'm not keen on having them reading to me at bedtime, as I want them getting sleepy, not alert. Bedtime story is for us to read to them, including doing the voices to bring the book to life (my Lady Bracknell when reading *Pretty Pru* is such fun daftness – we adults need playtime too!). I go for 3 weeknights plus the 2 weekend days, when there's a lot more time...plus there's a fresh audience in the form of Dad.

Remembering the books sent home are comfy, practice books: the books are deliberately like this, so that we families can help by being read to, being entertained, showing enjoyment and talking about what's going on. The trickier 'being taught *how* to read them' books are for school, and for the highly trained, wonderful staff who have all the current strategies at their fingertips! The best thing we can do for their reading development, is to be a positive sounding board for them to read to us...it should be that we are fully able to multi-task whilst they read to us.

Find a routine that works: children love predictability – they feel a bit more in control and quite grown up. Mine get in from school, get changed, sort bags/lunchboxes out, and meet me in the kitchen with books and diaries for drink, snack and reading. It works for us, so it happens easily now. It's trickier on days when they've been to after-school club, but they read every morning in between breakfast/hair/teeth etc too, so we have those opportunities too.

Keep on keeping on: there is print all around us! How much real-life reading do *we* do, day to day? Road signs, cereal packets, school letters, shopping lists, food labels in shops... any chances to have children 'help' us to read these things are added bonuses of reading time as well as useful bonding times. I tap into their desire to control and have them helping with these things...it honestly can become helpful!

And remember, the best gift we as parents and carers can give our children in terms of reading, is enjoyment. As they say, if the fun stops, stop. Stop. Review what you're doing, and where the fun has gone. Is the book too hard? Talk to their teacher. Is the timing wrong? Try a different time of day/bit more at the weekend. Ultimately, if you need advice on making it happen, talk to school – we are so lucky to have a wealth of experts there who are eager to help.

Finally, I read somewhere parenting-y (yes, that's a word now too...) recently that if you're achieving 30% of what you're aiming for, you're actually doing really well. That knowledge in itself can be so reassuring and confidence-boosting that you then find yourself regularly exceeding it. My 5 times per week philosophy gives me more than double that, at over 70% of the week...for now, I'm chuffed to bits with that.



Kirsten Snook (Parent Governor)



"A haaandbaaag!" - Polly Dunbar must surely be a fan of 'The Importance of Being Earnest'!

The Governing Board is always willing to listen to parental queries and to explain in more detail what the Governing Board does. They do realise, however, that it may not always be appropriate to speak to us at the school gate so please feel free to email the Chair of Governors, Ben Gattlin, Chair@johnhampdenwendover.co.uk if you would like to raise a matter for discussion

3. IMPORTANT MESSAGES

Applying for Primary School Places (new EYFS cohort and Year 2 moving to Junior School)

If your child is due to start infant or junior school in September 2022 now is the time to start thinking about your application. If you live in Buckinghamshire visit the council's website www.bucksc.gov.uk between 03 November 2021 and 15 January 2022 to apply for a place for your child online.

Voluntary Contributions

Many thanks to all parents who have chosen to pay the voluntary contribution this term. We have sent out reminders, just in case anyone who intended to pay had forgotten to do so. The Drumming Workshop we had booked took place on Monday 11th October. Unfortunately, 18% of parents opted not to pay the £1.50 for this activity so it was looking likely that we were going to have to cancel it. Very generously, several parents came forward and offered to pay the outstanding amount so, thanks to them, the remainder was paid and the activity went ahead. We absolutely understand that this is a voluntary contribution but unfortunately the school budget does not stretch to the cost of this type of enrichment workshop.

Clothing, Coats and Lost Property

As the colder weather approaches please make sure your children bring a named, warm coat to school everyday. We are keeping our rooms well ventilated because of Covid-19 so layering your child's clothing will help to keep them warm.

Please could you also check that your child's clothing has the correct name in it. For example, sometimes children wear clothing that has belonged to an older sibling and if the sibling's name is still in the clothing there can be confusion if there is another child in the class with that name.

Staff Car Park

Parents must not use the staff car park at any time. Please park on the campus and walk onto the grounds to collect from OOSC.

Emailing Teachers

If you need to communicate with your child's class teacher we would prefer you to email or phone the school office and the message will be passed on. The class email addresses are not monitored as often so it is more efficient to contact the school office directly. Alternatively you can write a message in the Home School Diary for the teacher to see.

PLEASE NOTE

To mark the Queen's Platinum Jubilee next year, the Spring Bank Holiday in 2022 will be moved to Thursday 2 June and an additional bank holiday on Friday 3 June will see a four-day weekend to celebrate Her Majesty the Queen's Platinum Jubilee. These days fall in the Summer half term and the DfE would like to ensure all school staff have an extra day of celebration too.

In order to accommodate this the DfE have reduced the number of school days in the academic year of 2021-22. Buckinghamshire Council have advised all schools that this extra day will be taken on Thursday 21st July, ending the Summer term a day early. By doing this they believe there will be less disruption to schools, children, parents and transport.

4. PUPIL'S SECTION

On Monday 11th October all our pupils took part in a drumming workshop. This was thoroughly enjoyed by everyone and our pupils clearly demonstrated their excellent listening skills. We thought you might like to read their comments about this enrichment activity.



In Crickets class Iona said the man said louder and not louder and she liked it when the drums went louder and Libby said she liked doing loud drumming as well and they played the drums with their hands.

In Caterpillars class Thomas said he enjoyed drumming and singing the special word in the song 'ashay, 'ashay'. Singing with special drums was fun. Ellie said she enjoyed singing about her favourite topping on her pizza and drumming at the same time. She can tap a pattern on the drum now.

In Ladybirds class Betsy-Rose loved the drumming and they got to bang and tap the drums and make a song and Mason liked the African drumming because they could be really loud!

In Honeybees class George drummed really loudly and some of them laughed and Rosie loved the drumming and the singing.

In Hedgehogs class Ethan loved it when he did the drumming and they had to drum back and it was his first time doing drums. He would like to do it again. Elsie really liked it we they drummed about food. Her group was tomatoes! She learnt that she uses her hands to play and the sound was different in different bits of the drum top.

In Squirrels class, Florence liked patting the drums to the food names cheesy pizza and chocolate cake and Sid liked learning how to make different drum sounds—they had to lift the drum up and bang on it.

In Badgers class Erika liked it when they did beats to lots of food sounds and Martha liked the song because she liked beating to it.

In Firecrests class Seb liked following the beat on the drum to 'pepperoni pizza' and Martha liked the rhythm and beats they followed and the African songs they learnt.

In Red Kites class Sylvie really enjoyed singing while she was drumming—it was great fun and Noah loved learning and playing along to the African song. They also learnt what the word djembe meant.

In Herons class, Alabama liked learning how to do different beats—it was fun and Ewan really enjoyed the chanting and the drumming as it helped him to keep the beat.

5. CURRICULUM

SMSC- Spiritual, Moral, Social and Cultural Aspects of Learning

At its heart, SMSC is about relationships and attitudes. At The John Hampden School Wendover we begin with the values projected by staff, pupils and governors, the interactions between people and the way they care for one another. This includes the quality of the physical environment, the range of opportunities provided by the school both within the curriculum and beyond it and the relationship developed by the school with the wider community.

Teachers seek to plan learning experiences that have relevance to the children, that will combine the awe and wonder of the world with practical skills to aid them in their daily lives.

Pupils' **SPIRITUAL** development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Pupils' **MORAL** development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

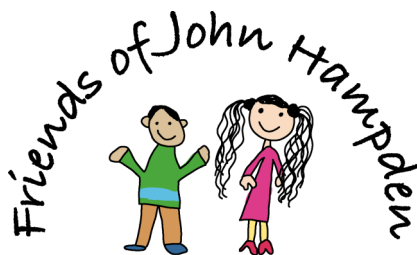
Pupils' **SOCIAL** development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different backgrounds
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' **CULTURAL** development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological and scientific opportunities
- Interest in exploring and respecting cultural diversity and the extent to which they understand, accept and respect diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

6. THE FRIENDS OF JOHN HAMPDEN



As parents or carers of a child at John Hampden Infant School, **you are automatically a part of the FJH**. But we invite you to get involved as much as you can to help our organisation to be as successful as it can be. Whether you choose to take on a lead role in organising our events or are happy to be called upon on an adhoc basis, there is a role for everyone at FJH.

The FJH have 3 focuses:

There are lots of things you can do to help FJH!

Funds

Our funds are used to buy new equipment that our children can use at school to enhance their learning experiences. In the last 2 years we have raised almost £20,000 which has bought interactive whiteboards, play-ground equipment and new materials for Early Years (and much more!). This year we have a target of £13,000 to raise

Joining together

Our warm, supportive school community is one of the things that makes John Hampden so special. Our **Facebook** Group, **JHS Parents**, is an easy way to connect to the wider school community. Visit

<https://www.facebook.com/groups/263833573776169/> or

search JHS Parents. You can also join our WhatsApp group to keep up to date with PTA news and shout outs

Happenings

The FJH events are always warmly received and strongly supported and after such a long break from our usual activities and events, we are looking forward to starting this term with some events we think the children will love. We are always looking at creative ways that we can raise funds and boost our school community during these challenging times and are keen to welcome new ideas!

Join in with our organised events! Even if you can't volunteer, the people who support our events are just as important. Buy a raffle ticket, enter a competition, like a Facebook Post – it all helps

Can you support with any of our upcoming events?

Event	About	Date
Spooky Halloween Trail and Bake Sale	Fri 22nd October	Join us straight after school for a spooky trail! Please bring your Halloween themed bakes into school that day to be sold after school. Prizes for the best
Christmas Fayre and Market	Sat 27th November	Our traditional fayre, with a
New Year Disco	Friday 14th January	After school/ early evening disco with Children's entertainment, music, tuck shop and chill out zone.

Volunteer to be a class contact. While not everyone can or wants to be 'hands on,' it's really helpful for us to have the details of at least one person in each class, so they can help us publicise events. Join the WhatsApp group or email FJHVolunteers@gmail.com so we can stay in touch.

Use Easyfundraising Online - If you're buying anything online, click on www.easyfundraising.org.uk and over 2,700 retailers will donate a percentage of the order to the school. **You don't pay anything extra.** We have about 200 members so far who have helped to raise nearly **£4000** – which has cost them nothing!!

Buy a weekly £1 ticket for the Aylesbury Vale Lottery which donates 50p to FJH and you could win!
<https://www.valelottery.co.uk/support/friends-of-john-hampden-school>

Sponsorship – selling your home with Christopher Pallet? Tell them you have a child at our school, and they will donate £100 to the school for every completed sale.

Join us

As an officially registered charity, FJH have a full committee. We are...

Chair Person: Sophie Hughes, mum to Will in Caterpillars

Secretary: Danielle Gaglione, mum to Xander in Herons

Treasurer: Rebecca Sackman-Smith, mum to Romilly in Hedgehogs

Plus a lot of regular faces 😊

Thank you in advance for all your support. Let's make 2021-22 a brilliant year for John Hampden School and the Friends of John Hampden!

7. SCHOOL IMPROVEMENT

We are embarking on our new school improvement plan and displays around the school help to highlight the areas we have chosen to focus on. We are setting ourselves goals which link with the four key aspects of the Ofsted inspection framework –these have been selected as a result of the feedback we have gained from our stakeholders as well as analysis of data.

SUMMARY OF SCHOOL PLAN TARGETS 2021-2022	
Goal A QUALITY OF EDUCATION	INTENT By December 2021, to ensure curriculum design allows all pupils to transition into JHSW in a way which reinforces our aims, values and expectations and also contributes to the well-being of staff and pupils
	INTENT By July 2022, to ensure curriculum design meets the needs of all groups of learners by providing opportunities to develop key knowledge, skills and vocabulary in an engaging and age/stage appropriate manner
	INTENT By July 2022, to ensure subject leaders have taken full responsibility for planning and sequencing curriculum design, content and assessment within their area of responsibility
	INTENT By July 2022, to ensure continuity and progression of key knowledge skills and understanding from EYF5 through KS1 in preparation for future learning (including collaboration with WJS)
	INTENT By July 2022, to ensure subject leaders have taken full responsibility for monitoring their vision for planning, sequencing of curriculum content and assessment within their area of responsibility for all year groups in the school
	IMPLEMENTATION By July 2022, to ensure subject leaders have the opportunity, where necessary, to provide training, support and guidance to their colleagues in order for them to teach the planned curriculum effectively
	IMPLEMENTATION By July 2022, to ensure effective use of on-going formative assessment to check learners' understanding systematically in order to improve learning and inform future planning without being unnecessarily elaborate or differentiated and avoiding unnecessary workload for staff
	IMPLEMENTATION By July 2022, to review marking, feedback and presentation across the school to ensure it identifies misconceptions accurately and provides the very best clear and direct feedback to pupils to impact positively on their learning whilst avoiding unnecessary workload for staff
	IMPLEMENTATION By July 2022, subject leaders are able to produce a clear overview of how curriculum content is linked in the long term to ensure meaningful learning and the most effective use of time
	IMPLEMENTATION By July 2022, to ensure the learning environment inside and out is appropriately resourced, focused on learning and well used to reflect the ambitious intent of a coherently planned curriculum
	IMPLEMENTATION By July 2022, to ensure there is consistency within the medium and short term plans between classes within a year group but also that plans are adapted to meet the needs of pupils within a particular class
	IMPLEMENTATION By July 2022, to ensure a validated Phonics programme is used at JHSW which meets the curriculum requirements and latest Ofsted guidance for teaching early reading
	IMPLEMENTATION By July 2022, to ensure the newly published Framework for Reading is consistently and rigorously applied across JHSW in order to develop readers' confidence and enjoyment and which matches appropriate reading material to the learners' phonic knowledge
	IMPACT By July 2022, to ensure every child is given the opportunity to read widely and often in order to develop fluency and comprehension

Goal B BEHAVIOUR	IMPACT By July 2022, to ensure pupils are appropriately taught and prepared, in order to perform to the best of their ability in any statutory assessments during their time in EYFS or KS1
	IMPACT By July 2022, to ensure learners are ready for the next stage of their education by completing termly summative assessments of key knowledge and skills across the curriculum in order to track progress and attainment
Goal C PERSONAL DEVELOPMENT	By July 2022, to train all staff to follow the Norfolk Steps approach to managing pupil behaviour and encourage pupils in learning to self-regulate their behaviour by using a range of consistent strategies and methods.
	By July 2022, to ensure our approach and application of the Behaviour & Self-Regulation policy is consistent and reflective of the needs of pupils
	By July 2022, to enhance the way adults meet the needs of those pupils/families who require additional nurture support, support for mental health or behaviour support
	By July 2022, to ensure an age appropriate, developmental approach to understanding the importance of developing a 'Growth Mindset'
	By July 2022, to continue to monitor and regularly promote the importance of high attendance and punctuality for pupils and staff
Goal D LEADERSHIP AND MANAGEMENT	By July 2022, the statutory requirement for PSHE teaching and learning takes a collective, age appropriate, developmental approach to gaining skills through regular, consistent learning opportunities linked to the school values and ethos.
	By July 2022, to review the transition arrangements that are in place at JHSW and build on any positive changes made in recent years.
	By July 2022, to reinstate all opportunities to gather pupil voice via activities at JHSW and to ensure findings are clearly communicated to all stakeholders
	By July 2022, pupils have developed a greater understanding and appreciation of diversity and the importance of belonging, equality and respect at an age appropriate level
	By July 2022, if circumstances allow, to have provided opportunities for our pupils to contribute positively to local and wider society
	By July 2022, if circumstances allow, pupils have had the opportunity to participate in a range of extra-curricular clubs and activities which enable them to develop and discover interests and talents.
	Talents and interests developed outside school are valued and celebrated
	By July 2022, EYFS pupils and targeted individuals in KS1 have followed appropriate programmes of learning/interventions devised to improve, boost and extend vocabulary.
	All pupils have the opportunity to boost their vocabulary through the use of relevant strategies across the school
	By July 2022, the predicted in year deficit has been reduced by a further £30K, in line with the agreed deficit recovery plan (assuming recovery of self-generated income which was reduced as a result of COVID 19)
	By July 2022, to collaborate effectively and profitably with others in order to enhance the skills, reputation, resources and future financial security of the JHSW
	By July 2022, to have registered and organised all necessary training and support for our new Early Career Teacher, in line with our statutory responsibility
	By July 2022, to explore the effective use of the Apprenticeship Levy to upskill and train staff in identified roles.
	By July 2022, to further develop the capacity of middle leaders to improve and sustain high quality planning, teaching, learning and assessment in all subjects including improving knowledge of the revised EYFS framework and curriculum content in Year 3.
	By July 2022, to further develop training opportunities for teaching staff at JHSW/other colleagues in order to improve and sustain high quality teaching and learning.
	By July 2022, to ensure the workload associated with teaching is effectively distributed throughout each term in order for teachers to feel less overloaded by their role. Staff well-being is prioritised when considering workload and new initiatives.
	By July 2022, all staff have updated their safeguarding training to reflect changes to KCSIE introduced in September 2021
	By July 2022, to explore and further develop effective communication with parents in order to impact positively on:
	<ul style="list-style-type: none"> pupil progress and attainment working relationships between teaching staff and parents school improvement

8. MISCELLANEOUS

ROB BUTLER MP



HOUSE OF COMMONS
LONDON SW1A 0AA

John Hampden School
Wharf Road
Wendover
Aylesbury, Buckinghamshire
HP22 6HF

7th October 2021

Dear Pupils,

I hope you are enjoying being back at school with your friends and teachers.

I know that many of you will soon be looking forward to Christmas, and I would like to ask you to help me design a Christmas card that I can send to all the people I work with – including the prime minister!

All you need to do is draw a picture about a Buckinghamshire Christmas. There will be prizes for the best ones, so I hope you will have a go.

Please write your name, school year and school name on the back of your picture. The closing date is the 4th November 2021.

Good luck!

Best wishes,

ROB BUTLER

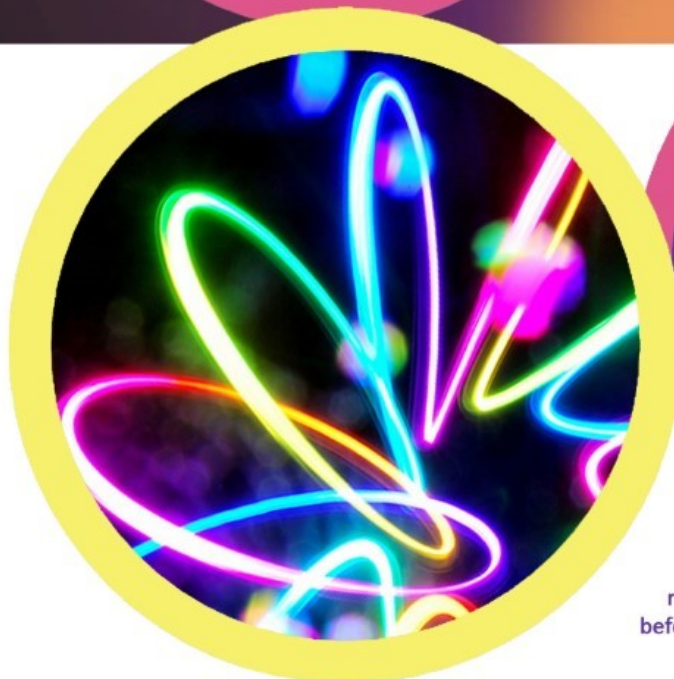
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Join us for
games, crafts, and
party food!

Dressing up optional!

Suitable for ages 3-11

at St. Mary's Church,
Wendover

register your interest to nadinejrose@gmail.com
before Weds 27th so we have a rough idea of numbers