

Dear Parents and Carers,

Introducing Anna

At Rectory Farm, we are very lucky to have a new member joining our team. Her name is Anna, and she will be working with some of our families to support with attendance. Here she will introduce herself:



Hello, my name is Anna Verbyla.

I have just started a new role here at Rectory Farm and am looking forward to working with families, children and school to help improve school attendance. I have lots of experience working with children and their families in schools and specialist settings. Please feel free to contact me at school if you have any ideas, questions or concerns about your child's attendance or would like any support regarding this.

Instagram

Rectory Farm's Instagram is growing further still and we want to thank all the parents who have followed us on there for regular learning updates. If you have Instagram, please give us a follow!

Parents' Evening

It is the time of the year where we welcome parents into school to come and see their child's teacher and celebrate the learning. This first meeting is all about how your child has settled into their new class, and how we are supporting them at school to make progress. We also love to hear your feedback on what we are doing well and how we could further support our community. Please book an appointment for next Tuesday 22nd-Wednesday 23rd October 2024.

Curriculum

Year 5— This week Year 5 have been extending their understanding of our solar system and particularly thinking about the Earth's relationship to the Moon. The children have learnt about the moon's lack of rotation around an axis and why it appears a different shape in the sky throughout the lunar month.


Year 4— In science Year 4 have been looking at the water cycle. We spent a lesson creating our own water cycle and recreating the 4 main process that happen. Throughout the next two weeks we will be checking our water cycles to see if we can see each step happen. The children had a lot of fun and learnt a song all about the water cycle!

Year R— This week Reception have been exploring signs of Autumn and have conducted a walk around our outdoor environment to collect natural resources to create a nature collage.

Online Home Learning!

Spelling Shed 

1 st : Beech	Dan – Year 1
2 nd : Sycamore	Tamara – Year 2
	Alisa – Year 6



1 st : Sycamore	Eduard (4) – Super Star Collector
2 nd : Beech	Joy (6) – Most coins



1 st : Sycamore (100%)	Isabella (6) – Most minutes
2 nd : Maple	Igor (4) – Most coins
	Isabella (6) – Most correct answers

More Learning!

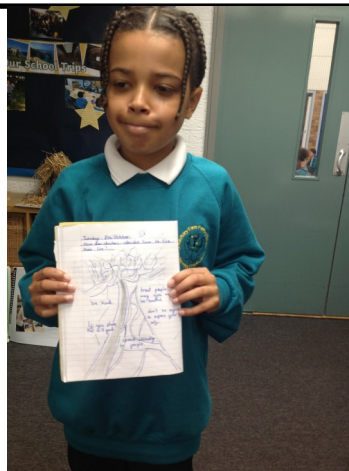


Look at these impressive structures made by Jacob, Megan and Chiedza. They had made some landmarks from around Northampton after their trip last week!

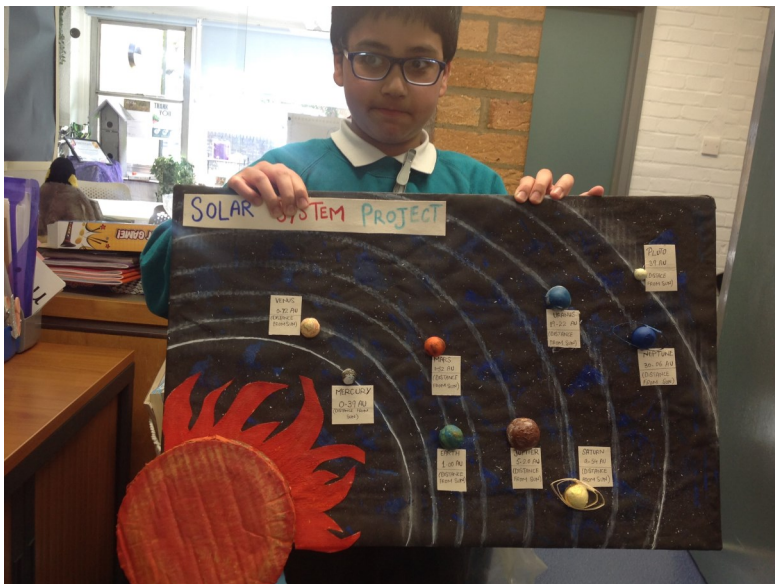
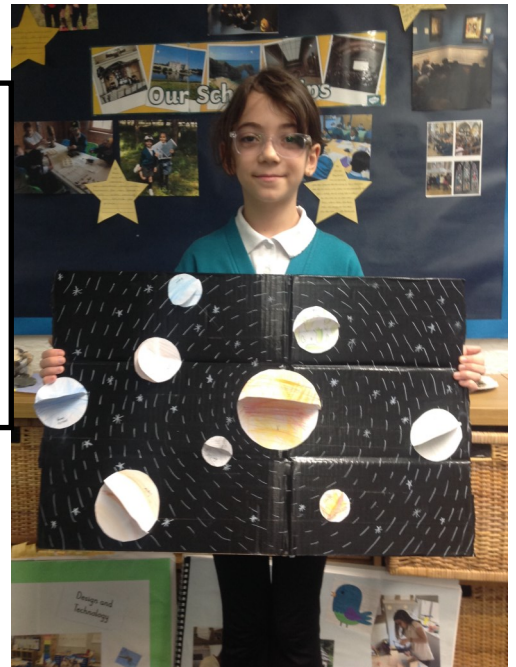


Marcelina in year 1, did poster about Dr. Martin Luther King for her Black History Month project. It is up on display so all children can learn from her amazing work.

Kobe has been learning about Humanism in RE and has been thinking about the code for being a good person. He included beautiful illustrations too!

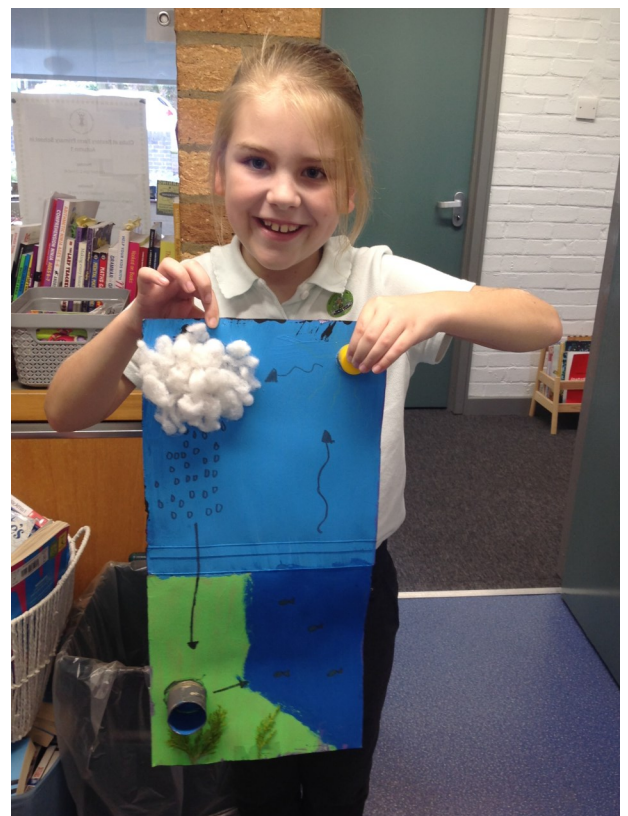


Irina created this beautiful space art work, showing the distance between the Sun and all the planets. It was so impressive, we have added it to our space-themed library!



Rayaan has produced this amazing piece of home learning about his topic of space. He used playdough and baked it to make the planets, and painted them all individually! <

Ella is here showing her 3D water cycle. She told me about how she used the internet for research but made sure to put it in her own words. Well done! >



Dates for your Diary

Date	Year Group	Event
22nd-23rd October	All	Parents' Evening
25th October	All	Last day of term

Messages from Mrs Llewelyn (our Family Support Worker and DSL)



Hello parents/carers,

I would like to share with you about the Northamptonshire Neighbourhood Alert. It is a free service for those who want to hear directly from the police about issues and actions taken by officers in their community. Sign-up to be updated on local incidents, crime prevention, local policing priorities, appeals and local events. Sign up on www.northamptonshiretalking.co.uk.

Many thanks, Sam

Please remember we are a nut free school. Please can children not bring anything containing nuts into school.



Miss Walker-Collins —Acting Deputy Headteacher

Mrs. Williams—Executive Headteacher

Friday 18th October 2024

School Contact details: Tel – 01604 4011820

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lowrie is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



#WakeUpWednesday

The National College