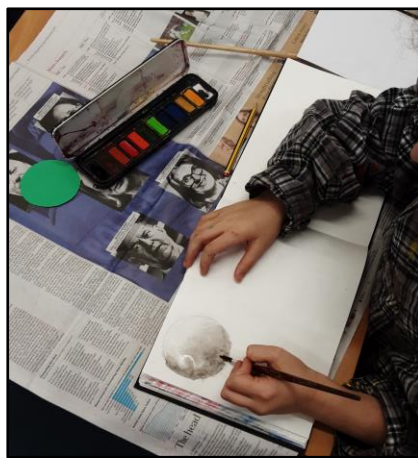




THIS WEEK

ART TECHNIQUES

This week in Art, Year 5 have been practising different techniques using watercolours. First, we looked at the colour wheel, and thought about what colours were warm or cool and which colours we could combine to create harmony. Then, we used wet-on-wet and wet-on-dry techniques to practise painting the planets. They did an amazing job, and we can't wait to see their final pieces!



PARENT CONSULTATIONS - February 2025

Please can we advise you that Parent Consultation meetings will be happening after school on Tuesday 11th February and Thursday 13th February from 3:40 to 6:10pm. Appointments are able to be booked via Scopay from 7:00am on Monday 27th January, but if you have difficulties with this, please contact the School Office. All parent consultation meetings will take place in the Large Hall again. Before your appointment, we encourage you to come and have a look at your children's books which will be in the small hall. Everyone should enter school via the red gate nearest to the school building (Camp Glide entrance) at the end of the car park and enter the small hall where the children's books will be laid out. Parents can then meet the teacher at the booked time in the large hall. Please ensure you are on time - if you arrive late, your appointment will be shorter than 10 minutes or you may miss it altogether. Appointments will last for 10 minutes and a bell will sound to signal when the 10 minutes has passed. After the appointment, you may exit via the main office. KS2 children are encouraged to attend with their parents. If you have more than one child in the school, we ask that you **DO NOT** book back to back appointments as this does not allow time to look at each child's work and also can cause problems if one appointment is delayed for any reason.

We allocate one 10 minute appointment per child; if there is a need for you to have more than one appointment for your child, please book this through the School Office.

Attendance Matters

At Wray Common Primary School we expect children to attend school every day, as long as they are fit and healthy enough to do so. Everyday attendance at school and good punctuality are vital for pupils to get the most out of their education. We seek to support children and their parents and carers as best we can to make this a success.

Reporting absences

All absences must be reported on a daily basis by 9.20am. If a child is absent for 5 days or more, we ask that parents provide **medical evidence** for the absence.

If a child is absent from school with no explanation, it will be marked as an unauthorised absence.

If a child is absent without explanation from their parents or carers, for the equivalent of 5 days or more (which do not need to be consecutive) within a 10 week period, parents and carers will be liable to receive a penalty notice.

Requesting a leave of absence

Term dates are published well in advance, allowing parents to plan family holidays outside of term time.

As such, please be aware that The Education (Pupil Registration)(England)(Amendment) Regulations 2013, which became law on 1st September 2013, state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Exceptional circumstances would only ever be considered on the rarest occasion in which a child's absence from school is wholly unavoidable.

Should parents and carers still choose to take their children out of school without the approval of the school, for 10 sessions (the equivalent of 5 days) or more, which do not need to be consecutive, they will be liable to receive a penalty notice upon their return to school.

Each parent is liable for a penalty notice for each child who is absent from school. If a child has not had a penalty notice in the last 3 years, the amount payable if paid within 21 days, is £80. Thereafter, the amount increases to £160, if paid between 21 and 28 days.

If a child has had a penalty notice in the last 3 years, the amount payable is £160 per parent, per child, if paid within 28 days.

If a penalty notice remains unpaid after 28 days, the Local Authority will consider a prosecution in the Magistrates Court.

If a child has had 2 penalty notices in the last 3 years, a 3rd penalty notice would not be issued - The Local Authority would consider prosecution under s444 Education Act 1996.

Thank you for your ongoing support - children's attendance at Wray Common continues to be excellent.

Did you know?

If your child misses 1 day of school every two weeks, this will add up to 20 days each year.

Over children's 13 years at Primary and Secondary School, this would be the same as them missing 1.5 years of school.

Reasons for absence when children are unwell

Children should attend school unless they:

- are not well enough
- have been physically sick and/or had diarrhoea within the previous 48 hours

When children become unwell during the school day

If a child becomes unwell during the school day, they will be supported by school staff. If it is felt that a child is too unwell to continue with their learning, they will wait in the medical area outside the school office while parents or another nominated person, are contacted.

How is attendance monitored?

Every half term, attendance and punctuality are monitored. Schools have a **statutory duty** to report on children's attendance when it has fallen below 95%. This will include writing to parents to make them aware of their child's attendance level and, where appropriate, seeking to work with them to support improved attendance for their child.

Punctuality

Registration is completed promptly at 8.50am. If your child arrives after this time, they will be marked as late.

Persistent lateness disrupts children's education and can lead to poor attendance.

Did you know?

Being just 10 minutes late each day is the same as missing 50 minutes a week. That is almost 1.5 weeks in a year. Over a child's 13 years at Primary and Secondary School, this would be the same as missing almost half a year of schooling.

How do we develop Character at Wray Common?

Our aim is to develop:

- children in taking ownership over their decisions and their learning.
- children who remain motivated by long-term goals and see a link between effort and progress and are internally driven rather than by extrinsic rewards.
- resilience, both emotionally and in work ethic and perseverance so that they commit themselves to future goals.
- their values and moral compass so that they develop positive moral attributes, for example, kindness, honesty, justice, patience, gratitude, respect, cooperation and friendship
- their understanding of their role in the society and citizenship skills including contributing to society, looking after the environment, aspiring to be the best they can be, standing up for what is right and seeking solutions.
- their confidence and ability to communicate their ideas and opinions, their wants and needs.
- social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others and behave with courtesy and good manners.
- an appreciation of the importance of commitment.

How do we achieve this?

The Wray Common Way - a shared identity and common goal. Pride in the badge.

- Values approach
- Wray Common Citizen Passports - so that children have an opportunity to demonstrate their citizenship skills
- Planned 'Chew it' discussions - so that children have opportunities to explore and share differing worldviews and opinions
- Assemblies programme - carefully planned to explore values or develop understanding of what it means to be a WC citizens, for example, 'Standing up for what is right.'
- CAPTURE - so that children learn and practise how to become expert learners
- Positions of responsibility - opportunity for **all** children to have a role in school regularly
- Talk - importance of talk in lessons including use of ABC discussion tool to promote deeper thinking and challenging others respectfully.
- Relationships, routines and expectations - to build self esteem, shared identity and sense of belonging
- Restorative approaches - so that children learn to take ownership over their decisions and develop empathy.
- Celebration assembly - so that children develop self-belief and support wellbeing

Well thought out, up-to-date, high expectation, progressive curriculum in particular:

- PSHE curriculum, for example, 'goals', 'conflict resolution', 'assertiveness', 'peer pressure', 'intelligent disobedience', 'online safety' and more
- Zones of regulation curriculum - so that children can manage and understand their emotions
- RE curriculum, for example, 'What can be done to reduce racism?' 'Are words more important than actions?'
- Wider curriculum - history, English, for example, Apartheid, WW2.

High quality activities across a wide variety of areas which enable pupils to participate over time, learn and improve in their chosen activities and compete or perform.

- High quality and varied club programme including choir, ukulele, hockey, lego, cheerleading, gymnastics, street dance
- Frequent opportunities to represent the school in fixtures or performances, for example, football tournaments both inside and outside of school, Dorking Halls music festival, cheerleaders opening sports day.
- Residential opportunities for all in year 4 - 6.

SCULPTURE

This week in Art, Year 3 have been exploring different materials we can use to make sculptures. We explored with blu-tac, newspaper and a variety of natural materials.



UPCOMING EVENTS

Wednesday - Primary Panathlon AM (invited children)



TERM DATES 25/26

The term dates for 2025/26 have been published on our website, and these can be found by visiting [here](#). Please note that there is one further INSET day to be planned and this will be decided in the near future.

TIGHTS

Please can we ask that woollen tights are not to be worn under shorts for PE, as often children will participate in activities such as gymnastics which require them to be bare foot. Thank you in advance.



MATHS PASSPORTS

You should have received an email yesterday advising that from next week, children from Year 1 will no longer be using maths passports to support their home learning, but instead using online platforms such as Numbots, My Maths and TTRS. If you have any queries, please speak to your child's class teacher.

If you need any support, please do not hesitate to contact us. We can help you source information about support through the right agencies, and make referrals ourselves to local support groups. Here are some of the things we have supported families with recently:

- School uniform, school bags, P.E. trainers and school shoes
- Pre-loved clothes for children
- Foodbank referrals
- Housing applications and letters of support
- Seasonal gifts for children

If you have any questions or would like to talk about how we can help, please contact Miss Kober on 01737 761254 or email familysupport@wray-common.surrey.sch.uk

ADULT LEARNING COURSES

Surrey Adult Learning are offering free, online workshops, to support families. The workshops include supporting anxiety, bedtime routines, understanding a neurodivergent child, and building self-esteem, to name a few. To view all of the workshops available, and to book a place, please visit [Find an adult learning course - Surrey County Council](#)



HONOUR BOOK

1EL	Imogen	For always using our WC values in all she does and being a superb role model for others.
1B	Lara	For excellent attitude in her learning this week particularly great focus in phonics and PE.
2T	Harrison	For his effort and enthusiasm towards all of his learning this week.
2P	Alfie E	For his kindness when helping another child with their learning.
3S	Naomi	For always aspiring to be the best she can be by seeking out challenges.
3F	Aarush	For his contributions to class discussions this week and collaborating well in group work.
4BR	George	For working hard on all his learning this week and sharing work he is proud of with Mrs Brooks.
4BE	Tamara	For being so accommodating and caring to our new member of the class this week.
5E	Ella	For her careful application of new methods when converting mixed numbers to improper fractions.
5J	Louie	For aspiring to be the best he can be in lessons this week by contributing ideas and challenging himself.
6C	Selena	For making a conscious effort to achieve excellence in her learning behaviour over the last few weeks.

10 Top Tips for Parents and Educators

SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

1 REDUCE DOOMSCROLLING

It's concerning how common it is for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

Meet Our Expert

John Inasley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



We are hiring!

Teaching Assistant

Fixed term, 1 day/wk

Closes: 22 January 2025



Headteacher

Permanent, full time

Closes: 20 January 2025



Breakfast Club Playworker

Perm, term time, Mon-Thurs

7am-8:45am

Closes: 28 January 2025



ST JOHN'S
PRIMARY SCHOOL
REDHILL

*Free club place for staff member's child(ren)

View vacancies at:

greensandacademytrust.co.uk

Internal candidate application form can be found on Edupay (via Doc store).



GREENSAND
MULTI ACADEMY TRUST

Additional Needs Service showcase

**Thursday
27th February
10.30am -3.30pm**

**The Jam Place
Hamilton House
Regent's Park 299 Kingston Road
Leatherhead, KT22 7FP**

Free parking onsite and public transport nearby.

- ✦ Come and find out about local and national services!
- ✦ Age range 0-25 years for Children and Young People with Additional Needs
- ✦ For Families and Practitioners

If you would further details please scan the QR code or email localoffer@surreycc.gov.uk



No need to book, just drop in!



Gift Amnesty

Parents, staff and friends!

Can you help us raise funds for
the school this year?

If you received any gifts at Christmas or on a birthday that aren't quite to your taste (or got two the same) we'd love any donations that can be used as prizes or at future events.

Where to drop them off

Please bring your donations to the school office
throughout January

Thank you!

From Friends of Wray Common



Parentkind
Member Association

PARENT SOCIAL!

MUSIC BINGO

Calling all Adults of Wray Common:

Ears Up, Listen In: It's time for Music Bingo!

Tickets £10

BYO DRINKS & SNACKS | BAR AVAILABLE

7PM ENTRY | 7:30PM START

BINGO, TUNES, GAMES

FRIDAY 7TH FEBRUARY

SCAN THE QR CODE
FOR TICKETS:



TICKETS ON SALE
NOW!

OR VISIT: BIT.LY/WRAYCOMMONBINGO

Beating asthma together

13th February 7.30-8pm



<https://events.teams.microsoft.com/event/abb4bb3b-ab3d-4b23-a331-e9447e561aa4@37c354b2-85b0-47f5-b222-07b48d774ee3>

Are you a parent or carer whose child has asthma or suspected asthma?

Join us on at this event to look at the challenges facing children and young people with asthma and how we can help overcome them.

Surrey heartlands children and young people's asthma team

Beating asthma together: Asthma triggers, the effects of smoking, vaping, housing and air pollution on asthma

10th March 7.30-8pm



<https://events.teams.microsoft.com/event/4d69dc58-004c-4124-879f-53f117c194c2@37c354b2-85b0-47f5-b222-07b48d774ee3>

Does your child or young person have asthma or suspected asthma?

Join us on this webinar which focusses on what action we can take to reduce their exposure to triggers that can make their asthma worse.

Surrey heartlands children and young people's asthma team