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## SCHOOL PARKING PATROL

**We may well have picked the worst day possible to start this but it was a big success despite storm Doris!**

Thank you for all the lovely comments and support that you all gave our school council and thank you to the parents for helping us!

We will be doing this on a frequent basis as I think we have a few budding police officers in our school council!



# STAR OF THE WEEK ASSEMBLY

We would love to share with you this lovely letter about star of the week assembly.

'We were very impressed by the behaviour of all the children in the assembly (and of all the achievements noted) - they should be very proud of themselves... Thank you for the opportunity to see the school in assembly today- we very much enjoyed it!

And we love having parents there to share the children's success as well!



## SCHOOL CROSSING PATROL



### URGENTLY REQUIRED

**We are urgently seeking to recruit a School Crossing Patrol for Oakleaf Drive.**

We are looking for candidates over 18 years of age, either a single applicant or 2 applicants on a job-share basis. Training and equipment will be provided by East Sussex County Council, in order for you to help local children cross the road safely. Working hours are from 08:30 to 09:00 in the mornings and from 15:10 to 15:40 in the afternoons from Monday to Friday during term-time. The pay is £7.58 per hour.

There must be someone in the local community that is able to help with this very important task, parents, grandparents, other family members or friends etc.

### CAN YOU HELP?

If you are interested, or know of anyone who would be suitable for this position, please contact

**Gillian Todd (Area Supervisor) on 07803 899215,  
or Darren Dowd (Senior Supervisor) on 01273 482293.**

## SWIMMING GALA

Hollie sporting the new swim hats courtesy of @RyefieldGarden



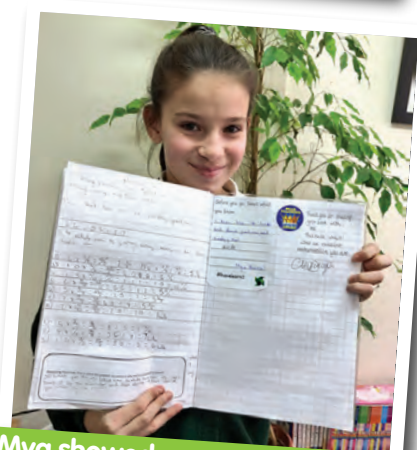
Some of the boys who qualified for relay final at the inter-schools gala. All did Polegate proud.





# PFA NEWS

A big thank you to the Polegate PFA for giving the Prefects £100 to update Chillzone games. Lots of fun ready for all juniors at lunchtime.



Mya showed us some spectacular maths achievement today



Term 4 starts with lovely stories already. Isabella volunteered some of her holiday time at the You Raise Me Up Cafe

# HOLIDAY DATES

## Take part in this consultation about holiday dates!

**The Local Authority is currently responsible for setting school term and holiday dates for all Community and Voluntary Controlled Schools.**

In the case of Foundation, Voluntary Aided Schools and Academies, Governing Bodies are responsible for setting their own term dates.

East Sussex County Council is consulting on three options for school term and holiday dates for the academic year 2018/19. The consultation commences on Friday 24 February. The council is inviting schools, parents/carers and other

interested parties to tell us their preferred option. We hope that as many people as possible will respond. The consultation will run for two weeks and can be accessed online from Friday 24 February by using the following link:

<https://consultation.eastsussex.gov.uk>

**Comments should be submitted by Friday 10 March 2017.**

The Director of Children's Services will confirm the agreed dates by Monday 27 March. Dates will be published on the East Sussex County Council website shortly afterwards.

## WANTED

## VOLUNTEER GARDENERS



Are there any parents/ grandparents who could spare a couple of hours a week to help keep our school garden tidy and weed free please pop in to the office and speak to Kerry.

## MISSING SCOOTER



A scooter was parked in the buggy park by the office on Tuesday. It was there at 3.30pm and gone by 4.15pm. If you have seen it please speak to Kerry in the school office.

## VACANCY

We have a vacancy for a Midday Supervisor. If you are interested please speak to Kerry in the office

## DIARY DATES

### PARENT CONSULTATION EVENINGS

Monday 6th march  
Wednesday 8th March.

Please book your appointment via the link on the school website

Wednesday 29th March  
after school Wonderful work

Friday 31st March  
INSET DAY - CLOSED

### Advanced notice SPORTS DAYS

Infants Sports Day  
Weds 24th May (morning)  
Juniors Sports Day  
Thursday 25th May (all day)

Swimming Gala  
Thurs 25th May From 6.30pm  
Eastbourne Sovereign Centre

## PARENT MAIL

Please remember that if you change your email address or mobile number to update it on your ParentMail account. This will ensure that you receive all up to date correspondence.



## OUR PIANIST'S

Gethin and Arianwen  
scooped up all these  
trophies for playing piano.  
Outstanding!



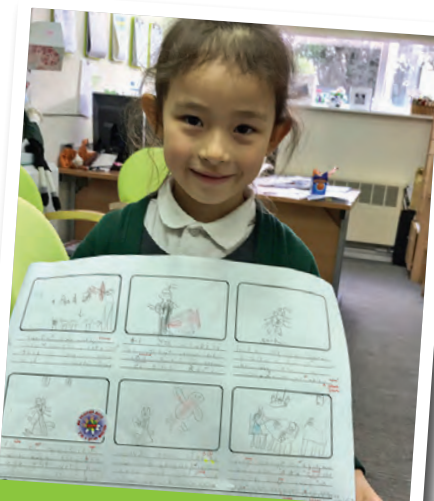
# GREAT WORK



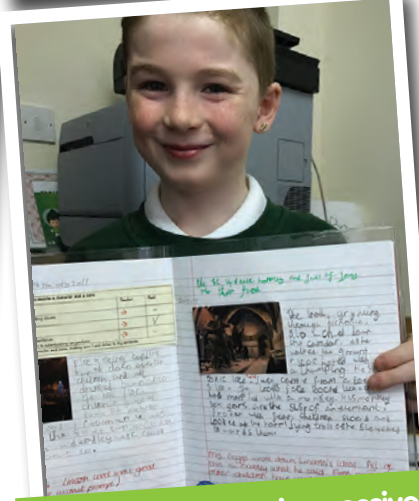
Daisy danced her way to these fantastic medals



The assembly about Malala struck a chord with many of the children. Henry has investigated more about her in his own time.



Amazing writing from Olivia today.



Lincoln wrote an impressive creative description today about a Troll. Great word choices!

# YOUNG AUTHORS

Congratulations to all our young authors who received letters and are now having their work published in a book.

We are all very proud of you and will be purchasing a few copies for our school library!





# DYSLEXIA FRIENDLY SCHOOL

**I am very proud of the fact that we have just achieved the Dyslexia Friendly Status.**

Una Holbrook and all staff have worked exceptionally hard over a number of years to ensure we achieve this. It is a very long process and again was very rigorous. We had external assessors in to see all classes and lessons around the school.

## What is Dyslexia?

- The word 'dyslexia' comes from the Greek and means 'difficulty with words'.
- It is a life long, usually genetic, inherited condition and affects around 10% of the population.
- Dyslexia occurs in people of all races, backgrounds and abilities, and varies from person to person: no two people will have the same set of strengths and weaknesses.
- Dyslexia occurs independently of intelligence.
- Dyslexia is really about information processing: dyslexic people may have difficulty processing and remembering information they see and hear. This can affect learning and the acquisition of literacy skills.
- Dyslexia is one of a family of Specific Learning Difficulties. It often co-occurs with related conditions, such as dyspraxia, dyscalculia and attention deficit disorder.
- On the plus side, dyslexic people often have strong visual, creative and problem solving skills and are prominent among entrepreneurs, inventors, architects, engineers and in the arts and entertainment world. Many famous and successful people are dyslexic.

## How it feels to be Dyslexic.

**'I see things from a different perspective.'**

**'I can come up with solutions no one else has thought of and I think fast on my feet.'**

**'When I am reading, occasionally a passage will get all jumbled up, but when it happens I have to read and re-read the passage over again.'**

**'I know what I want to say, but I can never find the right words.'**

**'In formal situations, although I know what I want to say, I struggle, lose focus and then my mind goes blank and I panic.'**

**'I have the right ideas, but I can't get them down on paper.'**

**'It's like my computer crashing with too much information!'**

**'Sometimes when I am being told what to do, the words I hear get all jumbled up in my mind and I just can't take in what is being said to me.'**

**'In general conversation with family, friends and colleagues they usually accept that I tend to ramble, forget and repeat... because that's part of me.'**

## MEDICAL ROOM

**I just wanted to share the sheer volume of really minor accidents that we are recording and sending home on slips.**

We shouldn't be doing this. I have asked staff to apply a common sense approach to this. If your child suffers a small graze do not expect a slip to come home.



## WELL DONE CHLOE!

**Chloe has had a long wait for her prize but finally this week it arrived and she was presented it in the assembly!**

Congratulations Chloe. The £100 book voucher is finally yours!



# SPORTS NEWS

## Year 1 & 2 Football Tournament

On Monday 6th February I went to Eastbourne Sports Park to play football for Polegate School. It was a tournament against other schools. In my team were Zion, Riley, Joe, Jasmin and Harriet. We played 5 games and our team won them all. We were very happy. **From Ezra Hartland, 2B**



## Our Football Stars!



## Victory for Polegate!

**On Wednesday 22nd February our school football team played against Pevensey and Westham at home.**

Lots of supporters came and watched whilst Mr Keeley and Mrs Wallis coached the year 5/6 team. Luckily for us we started well and were soon 1- nil up from Billy's stunning bottom right-hand corner shot. During that half we did some amazing tackles and passes and created lots of chances. By half time we were winning 4:0 with more goals from Billy, Drew and Tyler. In the second half we were shooting uphill and against the wind which meant the team had to work 10 times harder. We held our lead but conceded 3 goals despite some great saves by Louis in goal. Thanks to Billy we scored another goal which meant he'd scored a hatrick in only a 40 minute game and made the final score an awesome 5-3.

**By Joshua Akehurst year 6.**

**Joshua Akehurst was part of the South Downs Area Boys Cross country team and achieved a bronze medal!**

Individually he came 15th out of a field of around 90 from the Southern Area. This is a remarkable achievement and the best result we have ever had as a school!



# SPORTS STAR OF TERM 2

## Sam Hamilton

**Sam is a determined and dedicated sportsman. He achieves very highly because he gives 100% effort and focus to everything he does.**

**Sam particularly shines in gymnastics and netball - his floor routine at last years' inter-school gym competition was outstanding so we are hoping for even better things this year!**





# WRITING JOURNALS

Writing Journals at Polegate School are used as an important tool to instill an enjoyment for writing and author ownership for all of our pupils.

**All Writing Journals are viewed as a personal collection of writing for every individual child – a means for them to express themselves and explore a variety of creative writing opportunities.**

We encourage the children to fill their pages up with exciting and interesting pieces of writing. We tell them that these special pages are their chance to be creative and share something that they enjoy writing about. We set an expectation that all Writing Journals should be full of things that is fun, interesting or thoughtful to read. Above all else, we embed the idea that our pupils should use their writing to inspire other people.

Writing Journals are available for all children from Year 1 to Year 6. Pupils receive their Writing Journal in Year 1 and it travels with them through every year and every key stage whilst they are with us. Many past pupils have told us that they are still writing in their journals today, which demonstrates how much the opportunity has been valued by our pupils!

The purpose of the Writing Journal is to create a personal space and creative outlet for all children – they take ownership of the pieces of writing they create; they are the author who decides what they will write and how to present it. By doing this, we believe that children develop a greater appreciation for writing.

## **When are the Writing Journals expected to be used?**

Journals are expected to be used termly across the whole school to promote writing regularly:

- Class teachers will sometimes set Writing Journal tasks for their pupils to complete **(at least 1 per term for KS1/KS2, 1 every fortnight for Year 6).**
- At the end of every term, children take home their Writing Journal with the expectation that they complete at least one piece of writing during the holidays, ready to share when they return.
- Throughout the school year, there will be competitions set with the task to be completed and shared in pupils Writing Journals. These competitions can be either part of a school contest or as part of a wider national competition.

As well as this, all teachers encourage their pupils to write **as much as they want** in their Writing Journal. Any pieces created are expected to be things that the children feel inspired to write about and that they want to share. At times this may be pages of a detailed narrative story; other times it may be a post-card from a place they have visited. The choice is up to the children as the Writing Journal ultimately belongs to them.

## **What happens to Writing Journals when they are in school?**

All classes have a special Writing Journal display where the children's pieces are featured. These are easily accessible so that they can be enjoyed and shared by their peers. It also means that visitors to the school and other staff members also have the opportunity to read the children's work. By displaying the Writing Journals we are demonstrating to the children that we value their writing

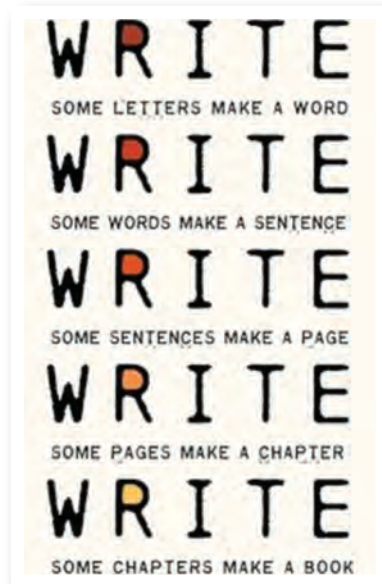
and that the things they choose to create are important.

## **How does my child benefit from having a Writing Journal?**

The Journals give our pupils an outlet for creativity: they have the chance to explore a range of writing and choose topics/interests that they feel inspired by. This allows them to practice their general writing skills and develop their own confidence. We have found that the Writing Journals, when regularly used, are invaluable in supporting children with their progress in writing within lessons and school.

All children have the opportunity for their work to be displayed which helps them value their own writing and feel inspired by the pieces of writing created by others.

At the end of every term, each class teacher nominates one child from their class to be their Writing Journalist of the Term. Nominees are rewarded with a special certificate that is then displayed in their class for the duration of the next term.



## What type of writing can my child complete in their Writing Journal?

It is entirely up to your child! We encourage our pupils to explore a range of writing styles and different text types in their Writing Journals. The Writing Journals are an excellent way for children to be imaginative and experiment with their writing.

**They may choose to write...**

### FICTION

- Descriptive narratives
- Short stories
- Scripts
- Myths
- Fables/moral stories
- Poetry
- Songs
- Personal letters
- Invitations
- Journal/diary entries
- Retellings
- Character profiles
- Character postcards

### NON-FICTION

- Biographies
- Interviews
- Newspaper articles
- Reviews
- Reports
- Persuasive arguments
- Advertisements
- Instructions
- Sports commentaries
- Travel guides
- Informative leaflets
- Explanations
- Coding
- Formal letters

## There are so many different possibilities!

### Presentation Expectations

We have high expectations for all work across our school and this also applies to Writing Journals: we expect that pupils try their hardest with every piece of writing that they do. We encourage children to consider their reader and the idea that they want them to enjoy their work so their writing must be presented neatly and of the highest quality.

All pupils have the opportunity to select the type of writing that they wish to create and to decide how to present this in an imaginative and interesting way.

### Teacher Set Tasks

At times throughout the school year, your child's class teacher will set a writing task to be completed in the Writing Journal. This can range from using an image or illustration; a sentence or sentence opener; a topic idea or scenario, with the idea being that the task set will interest the pupils and encourage them to write.

Children will still have the opportunity to select the style of writing and to decide how to present their work for the task set.

**Some examples of tasks that have previously been set:**

#### Further Writing Journal Ideas

Choose one of the starter ideas below for a piece of creative writing in your journal. You could use the idea as an opening to your piece of writing or to inspire your work.

Consider what **type** of writing you will do – a diary entry? Letter? Poem? Song? Short story? Newspaper article? Choose something that you will be interested in writing.

- Peeking out from the sand was a beautiful green glass bottle that had been washed up on the shore.
- It was a wild, dark, stormy night ...
- "Can you help me?" he said. "I think I'm lost."
- There was a sudden knock upon the door.
- Lay fingers gripped my arm in the darkness.
- The eyes in the painting follow him down the corridor.
- It was there and then it had gone, why was floor?
- Bleary-eyed, I went downstairs for breakfast, furniture had gone...
- The lights flickered and then went off, the we knew it wouldn't be the last time...
- Three of us. We were the only ones left, the
- The man in black fled across the desert.
- It was the day the moon fell.
- I hadn't seen the door before. It wasn't the handle.
- It was spring 2016 when I first realised I could

We can't wait to see what you have created for your journal.



Year 6 Writing Journal Task – Set: 23/09/2016  
Due: 07/10/2016

Use the image below to inspire a piece of writing for your journal. Think about how you can use the image to create and develop your ideas. Be creative with your writing!

You may want to use the image to create...

- A detailed narrative/descriptive passage (you could write as the narrator or in role as the human!)
- A diary entry
- A newspaper report
- An interview
- A poem



Use language and varied sentences effectively to interest your readers and make your writing detailed.

We will be sharing our work in class and selecting examples to display.



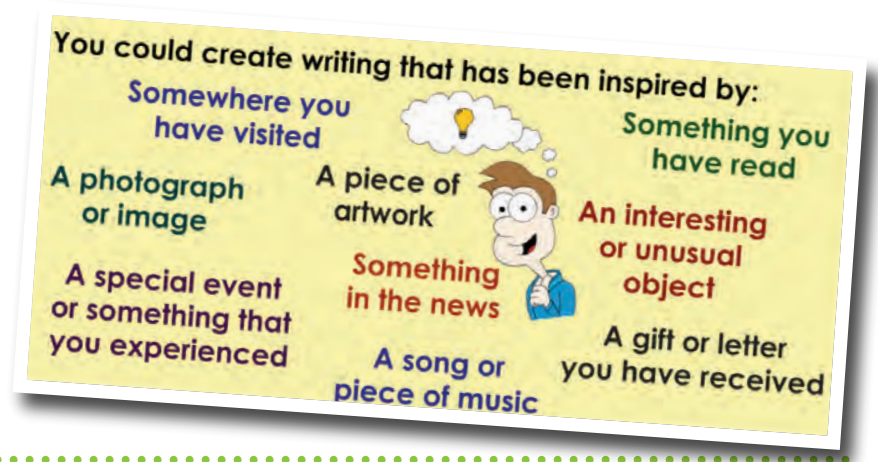
# Independent Tasks

**Children will always have the opportunity to create their own pieces of writing based on things that they feel personally inspired by.**

We remind them that every writer needs to find inspiration in order to produce creative and interesting writing.

They may choose to use an interesting image or prop to support their writing, or create a sentence that they think would be interesting to include.

Alternatively, we remind them that some of the best pieces of writing can come from the unlikeliest sources:



## How can I support and encourage my child to use their Writing Journal?

**Encourage your child to use their Writing Journal regularly - if they have been sent home then there is an expectation that they are meant to write something in them.**

Below are some activities that you can complete together to inspire writing:

- Collect interesting images and illustrations that they could write about
- Be a magpie – collect 'interesting' vocabulary from things that you read together which your child can try to include in their own writing
- If you visit somewhere, then collect a postcard, ticket stub, programme, tour leaflet, etc which your child could use to write about their personal experience
- Create a bank of interesting sentences that could be used in writing. Encourage your child to select one and create a piece of writing that includes that sentence somewhere in their work

- If your child has really enjoyed reading something recently then encourage them to use this to inspire their own piece of writing – it could be an interview with a character, a description of a setting, rewriting the ending – the possibilities are endless!
- Discuss current debate focuses in school – what could your child create as a piece of writing that is inspired by this?
- Create characters and use these within writing – What do they look like? How do they move? How do they talk? What are their interests? What habits do they dislike? What is their most prized possession and why? Where do they live?
- Explore a theme or key word and the possible writing tasks that could be completed, then choose one to use.

**E.g. "Lighthouse"**

- The diary entry of a lighthouse keeper
- Instructions on how to keep the lighthouse working
- A song or poem about the lighthouse
- A story that takes place inside the lighthouse
- A newspaper article about the lighthouse saving ships



# Our exciting new Attendance Campaign

**Generating miles wealth couldn't be easier, and the more miles you earn, the more rewards and benefits you can enjoy!**

Attendance miles can be redeemed for a variety of rewards and can be earned through coming to school every day! The more you attend the greater the rewards

The idea came about through a conversation with a parent and evolved. I feel really positive about this because it rewards individuals and is achievable for everyone.

We are starting from attendance at 95% because that is the minimum we expect and the prizes gradually get better as attendance levels increase. There are 3 stages 95% 97% 100% top prize. School council will decide the prizes but they could be pencils, pens, wristbands, notepads. A prize will be awarded for each child with attendance at each level. So get earning as we will be calculating attendance at the end of the term.

**We are also continuing with our class incentive: Forest School afternoon to encourage team effort.**

## Class figures

**Overall school attendance is currently at 96%.  
Our school target this year is 97%.**

RP	= 97%	2M	= 96%	4EM	= 96%
RH	= 94%	2B	= 96%	5R	= 98%
RJ	= 95%	3B	= 97%	5GK	= 97%
1A	= 96%	3W	= 95%	6M	= 95%
1N	= 96%	4M	= 97%	6O	= 95%

## 97% is our target

### Diary Dates

**Friday  
31st March  
INSET DAY**

### Archive



You can read all the previous newsletters on our website.

### Twitter

**Be the first to  
hear the news.  
Follow us on Twitter.  
We now have 732  
followers!**



Polegate School  
Oakleaf Drive  
Polegate  
East Sussex BN26 6PT  
Tel: 01323 482404  
Email: [info@polegateschool.co.uk](mailto:info@polegateschool.co.uk)



## Feedback

We'd love to hear your feedback and any new ideas you have. Please send us your thoughts via the contact us page on the school website:

**[www.polegateschool.co.uk](http://www.polegateschool.co.uk)**

Designed by Prowork: [www.prowork.co.uk](http://www.prowork.co.uk)