



Comber Grove Primary School Weekly Newsletter Summer Term 1

Friday, 19th April 2024



Key Dates:

24/04/2024

Progress Review Meeting
with Local Authority

26/04/2024

**Class Photos
(Time Photography)**

06/05/2024

Early May Bank Holiday-
school closed

07/04/2024

Education Committee
Meeting

**13th to 16th May 2024
KS2 SATS (Year 6)**

17/05/2024

Year 6 Visit to Park

24/05/2024

End of Summer Term 1

03/06/2024

INSET DAY

(School closed to pupils)

04/06/2024

Beginning of
Summer Term 2

**10th to 14th June 2024
KS1 PHONICS**

12/06/2024

Year 4 MTC

25/06/2024

Full Governing Body
Meeting

A message from our Headteacher

Dear Comber Grove families,

WELCOME BACK to the Summer Term



A very warm welcome to the Summer Term 2024! We hope that you have all managed some quality time to relax over the Spring break and that you enjoyed your Easter and Eid celebrations!

Although there is so much uncertainty about the future of our school, this really does promise to be a busy and exciting term. Class teachers will soon be sending out their curriculum news for you to help support your child's learning and also for you to know what lies ahead.

Statutory Testing

This term sees the Statutory Testing for Year 1 Phonics Screening Year 6 Standard Assessment Tests (SATS) and also the Times Table Test (MTC) for Year 4. These tests will take place in school with **as much preparation, but as little stress as possible!**

We do ask that you support us, as always, with **homework**. **Learning times tables** in particular is something you can easily support with at home with games and apps, including Times Tables Rockstars. As always, **daily reading** and **positive attitudes** towards problem solving and study will always help your child throughout their primary education and help set them up to have **good learning attitudes, independence** and **self-discipline**.

Reading every day is the most important support you can give at home. Sharing books, talking about book characters

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and plots as well as listening to your child read is so valuable and makes a huge difference across the curriculum.

Energy Drinks

Close to a third of children in the UK consume energy drinks at least once every week. While these high-caffeine beverages might be touted as a shortcut to a boost in focus and productivity, even a moderate intake can lead to significant impacts on the heart, sleeping patterns and mental wellbeing.

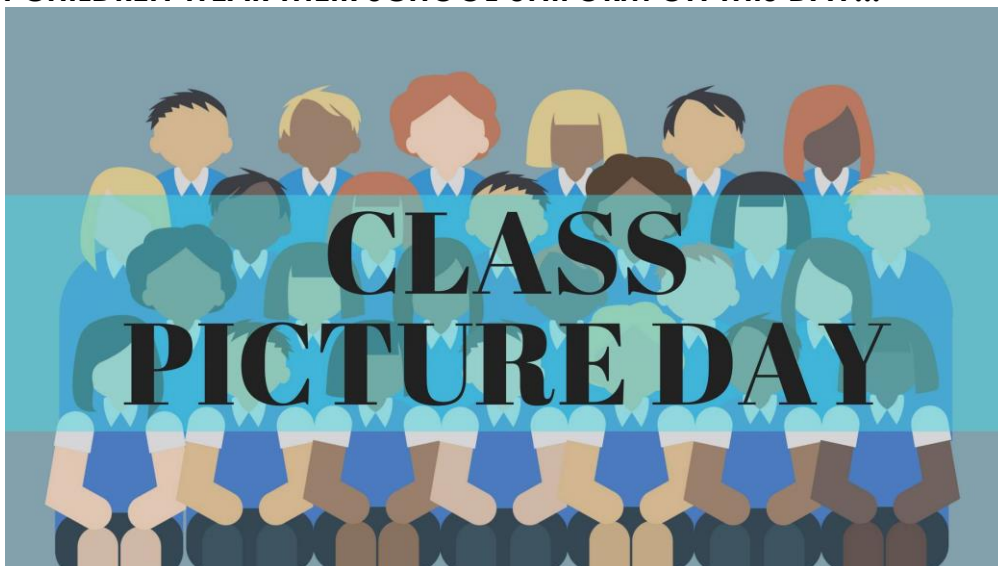
With celebrity spokespeople, colourful branding and the potential added element of peer pressure, it's unsurprising that young people are sometimes drawn to these products, often unaware of the potential negative impact they might be having on mind and body. Please see the updated guide which dives into the health pitfalls of energy drinks and offers expert tips on addressing concerns.



School Photographer- Friday, 26th April 2024 (Class Photos)

A gentle reminder that TIME Photography will be taking class photos on Friday, 26th April 2024.

PLEASE CAN CHILDREN WEAR THEIR SCHOOL UNIFORM ON THIS DAY!!!



Have a restful weekend!

Lorram Black and Staff of Comber Grove Primary School

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STATUTORY TEST 2024

KS2 SATS Timetable

| | | |
|--------------------------------------|---|---------------------------------|
| Monday, 13 th May 2024 | English Grammar, Punctuation and Spelling (GPS Paper) | |
| Tuesday, 14 th May 2024 | English Reading Paper | |
| Wednesday, 15 th May 2024 | Mathematics Paper 1 (Arithmetic) | Mathematics Paper 2 (Reasoning) |
| Thursday, 16 th May 2024 | Mathematics Paper 3 (Reasoning) | |

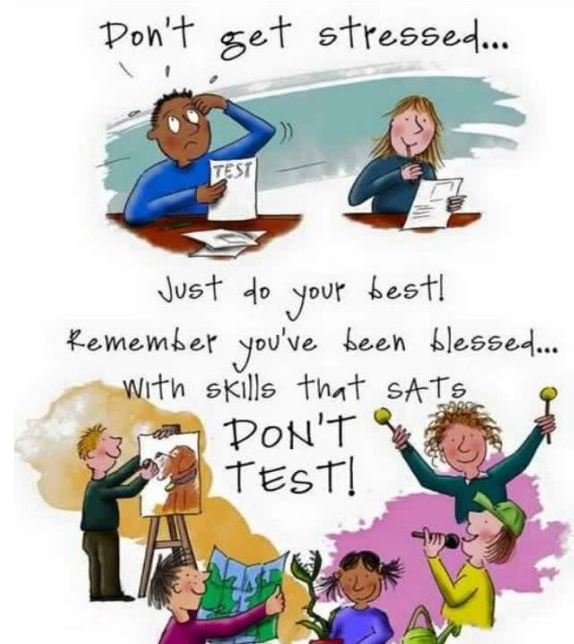
KS1 PHONICS SCREENING CHECK

Week beginning Monday, 10th June 2024 to Friday, 14th June 2024 (individually)

Year 4

Multiplication Tables Check (MTC)

Wednesday, 12th June 2024 (in groups)



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10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penistone Grammar School.



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Proposed closure of Comber Grove Primary School

Southwark Council publishes these proposals under DfE guidance "Opening and closing maintained schools - Statutory guidance for proposers and decision makers, January 2023" and with due regard to section 15(1) of the Education and Inspections Act 2006. Southwark Council is publishing these proposals to close Comber Grove Primary School site with effect from 31st August 2024 - this is stage two of the Statutory Process. Stage one involved the previous consultation, earlier in the academic year.

Within four weeks from the date of publication of this proposal (**15th April 2024**) – stage 2 of the statutory process - any person may object to or make comments on the proposal by emailing them to questions.education@southwark.gov.uk. This period is stage three of the statutory process. After the end of the four week representation period, within two months, the Council's Cabinet will meet in June 2024 to take the final decision on whether to close. This will be stage four in the process.

Should the decision to close Comber Grove Primary School site be taken, all children attending Comber Grove Primary School will be offered places at alternative primary schools for September 2024. The closure forms stage five in the statutory process

A paper copy of the proposal can be requested via email to: questions.education@southwark.gov.uk

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by emailing them to questions.education@southwark.gov.uk

All responses must be received no later than 5pm on the **13th May 2024**

Alasdair Smith
Director of Children's Services
15th April 2024

- **PLEASE RETURN YOUR APPLICATION FORM to the SCHOOL OFFICE BY WEDNESDAY, 24th APRIL 2024 or sooner!!**

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ATTENDANCE MATTERS!!!



ATTENDANCE MATTERS

every student, every day

Attendance Winners

School Target: 95.6%

This week's attendance: 85.7%

| Group | Present | Comment: |
|------------------------------|---------|------------------------------|
| Nursery David Bowie | 86.7% | <i>Cause for concern!</i> |
| Reception Aderin-Pocock | 67.2% | <i>Cause for concern!</i> |
| Year 1 Benjamin Zephaniah | 82.1% | <i>Cause for concern!</i> |
| Year 2 David Attenborough | 86.1% | <i>Cause for concern!</i> |
| Year 3 Mo Farah | 88.2% | <i>Cause for concern!</i> |
| Year 4 Marcus Rashford | 94.1% | <i>Requires improvement!</i> |
| Year 5 Mae Jemison | 81.6% | <i>Cause for Concern!</i> |
| Year 6 Olive Morris | 91.2% | <i>Requires improvement!</i> |

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Stars of the Week



Value of the Week: **HAPPINESS**

| Class: | Pupil: | Reason: |
|------------------------------|---------|---|
| Year 1 Benjamin Zephaniah | Esther | For sharing happiness and kindness. |
| | Leonel | For sharing happiness and kindness. |
| Year 2 David Attenborough | Kamilla | For putting 100% effort into her work and for always being positive and happy! |
| | Eyup | For putting 100% effort into his work and for always being positive and happy! |
| Year 3 Mo Farah | Zineb | Starting off the new term with a very positive attitude and a smile on her face! |
| | Emir | Starting off the new term with a very positive attitude and a smile on his face! |
| Year 4 Marcus Rashford | Devan | Thank you for giving 100% and always being so positive! |
| | Fatima | Thank you for giving 100% and always being so positive! |
| Year 5 Mae Jemison | Sima | For having a very positive attitude towards her learning, even when the task appears challenging. Keep it up! |
| | Tyler | For showing a positive attitude towards learning. Keep it up! |
| Year 6 Olive Morris | Ranya | For coming into school after the holiday with a very positive attitude! Well Done! |
| | George | For coming into school after the holiday with a very positive attitude! Well Done! |



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| Child's name | Age | Class |
|---------------|-----|--------------------|
| Eduardo Salua | 4 | David Bowie |
| Etana | 5 | Aderin-Pocock |
| Mohamed | 6 | Benjamin Zephaniah |
| Sarah | 6 | Benjamin Zephaniah |
| Muhammad | 7 | David Attenborough |
| Musa | 8 | Mo Farah |
| Jacob | 8 | Mo Farah |
| Harley | 9 | Marcus Rashford |
| Rhoda | 9 | Marcus Rashford |
| Daniella | 9 | Marcus Rashford |
| Jennifer | 10 | Mae Jemison |
| Junior | 10 | Mae Jemison |



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Parent/ Carer Information and Support

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What Parents & Educators Need to Know about **ENERGY DRINKS**

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

WHAT ARE THE RISKS?

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washington Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster Briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded Tasted, a sensory food education charity.



Source: See full reference list on guide page at: nationalcollege.com/guides/energy-drinks

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PARENTING PROGRAMME:

Starting: **Wednesday, 1st May 2024.**

Venue: **Summerhouse.** The average group size is about 8 parents.

The programme takes place on Wednesday mornings and lasts between 10 weeks.

We aim:

- to provide an opportunity for parents to discuss their issues and concerns in a non-judgmental and friendly environment with people who are often going through similar situations.

The structured programme offers parents opportunities to try new behaviour management strategies with their children but also helps them develop approaches that improve their attachment with their children and lead to improvements in wider family life.

Feedback from parents is **very positive** and all find the groups a **rewarding experience.**

Parents often report that they themselves are **much calmer** when they are talking to their children and dealing with stressful situations and feel **more confident** in **managing challenging behaviour.**

Parents often state that there have been very **positive changes** in their relationships with their children as a result of the programme.

Please feel free to drop me an email if you have any questions.

Vicki Reene (Behaviour Outreach Advisor)

Email: vreene@summerhouse.southwark.sch.uk

Summerhouse Behaviour Support Service

Goodrich Road

SE22 0EP

Tel: 0208 693 2592

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