



# NEWSLETTER

27TH SEPTEMBER 2024

## WELCOME

We've had an incredibly busy but exciting week, and I'd like to start by congratulating our friends at The Watford Salvation Army for being awarded recognition for the work they do at the allotments. Our children love visiting the allotments each week, when they are in Year 3, and we have seen a significant impact on both our students and the wider school community. We are proud to work alongside the Salvation Army and are thrilled that their hard work has been acknowledged. Thank you to Captain Mark and Grace Scoulding for providing these enriching experiences to our children.



You will notice a new 'Parent Page' in this newsletter. Here you will find information about your child's upcoming learning, so that you can prepare them at home and be more informed about their learning. This addition is based on feedback from our 2023 - 4 parent survey. Thank you for your valuable input, and we hope this helps you to be more involved in your children's learning.

Have a lovely weekend, everyone!

Cheska Tyler  
Headteacher

## ART COMPETITION

Miss Merrill, our leader in Art & Design, is organising an art competition focused on creating artwork inspired by our local area, Watford. Worksheets can be collected from class teachers. To support students with their projects in the lead up to the competition deadline, Miss Merrill is currently hosting an Art Club during Thursday lunchtimes.

The competition will close on Thursday, October 17th, 2024, and we eagerly look forward to announcing the winners later in the Autumn term.

## DATES FOR YOUR DIARY

- 30/09/24 - Electric Umbrella visit to school
- 30/09/24 - Secondary Transition Information Meeting
- 01/10/24 - Year 1 local area walk
- 02/10/24 - Early Years Coffee Morning
- 03/10/24 - Fun Lunch
- 07/10/24 - Phonics Workshop for parents in school (3.30pm & 6pm)
- 09/10/24 - Year 3 RAF Hendon trip
- 10/10/24 - Year 5 Hampton Court Palace trip
- 11/10/24 - Harvest Celebration in school
- Wk Comm 14/10/24 - Hello Yellow Week
- 22/10/24 - Open Classroom Evening for Parents (3.30 - 6.30pm)
- 23/10/24 - Partnership for Inclusion of Neurodiversity in Schools project meeting (2.00 - 3.00pm)
- 25/10/24 - SEND Coffee Morning
- 25/10/24 - Last Day of Term - Finish at 3.15pm
- 04/11/24 - First Day of Autumn 2 Term

## YEAR 6 RESIDENTIAL TRIP

Oak and Elm classes each spent three nights camping in the idyllic South Downs Country Park with The Garden Classroom.

The children had an incredible opportunity to engage in activities that some of them had never tried before, and they have learnt many new and important life skills. Highlights of the trips included visits to the beach, singing and telling stories as they watched the sun set over the Downs each evening. Oak class were even lucky enough to witness the Harvest Moon rise during their week away.



We would like to thank the adults that gave up their personal time to make these experiences possible.

**We are kind, we aim high, we  
are brave!**

## BOOK CORNER

Hello All,

Do you have a library card for Hertfordshire libraries? Joining the library is free, and with your library card, you can:

- Borrow a huge range of books, ebooks, audiobooks and magazines
- Use library computers and the internet for free
- Explore a variety of online resources, from historical newspapers to the family history websites like Ancestry and Findmypast.

If you're not a member, [join now](#) to be a part of the library community.

Emma Hill  
Reading Leader

## ASPENS FEEDBACK

Our new school lunch contractor, Aspens, has been providing school lunches since May, and we have received some fabulous feedback about the quality of the meals.

However, we are always keen to hear your thoughts, so please email the [office](#) if you have anything you have any feedback.

## KS1 PLAYGROUND

We are looking for a selection of household items to introduce more variety to our KS1 playground. If you could keep an eye out for the following items and bring them into school, we would greatly appreciate it:

- Old pots and pans that may be collecting dust
- Cooking utensils, such as wooden spoons and ladles
- Old sheets or plastic coverings, which would be perfect for creative activities



Thank you very much for your help!

## KEEPING CHILDREN SAFE

Please be aware of our designated safeguarding team here at Cherry Tree.

If you ever have a concern about a child, family or staff member in our school, please contact one of these members of staff: Cheska Tyler (Headteacher), Emma Hibberd (Assistant Headteacher), Katy Wolstencroft (Deputy Safeguarding Lead) Vicky Carrack (Inclusion Leader & SENDCo), Emma Birdsall (EYFS & KS1 Lead) or Emma Penfold (KS2 Lead).

## PARENT COFFEE MORNING



**PARENT/CARER COFFEE MORNING**  
For all parents/carers of children with SEND

**WEDNESDAY 23<sup>RD</sup> OCTOBER 10.00AM-11.30AM**  
ASDA WATFORD COMMUNITY ROOM 4  
ST ALBANS RD, WATFORD WD24 7RT

Please join the DSPL9 Triage team to find out about the support available locally and to meet other parents and carers of children with SEND.

If you would like to attend or to find out more please email us at [enquiries@dsplareag.org.uk](mailto:enquiries@dsplareag.org.uk)

## WRITERS OF THE MONTH

Well done to all of our terrific writers of the month. Please ask your child's teacher if you'd like to come and see the display!

Berries	Dua & Teekay	Sycamore	Erva
Conkers	Airah	Yew	Kiyon
Acorns	Khloe	Ash	Lily
Birch	Marsi	Pine	Abdur Rahman
Maple	Myan	Fir	Aiden
Willow	Jamaal	Oak	Arini
Cedar	Zainab	Hazel	Bayaan



# 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 Lowri 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



# What we are learning.....

For EYFS, please see updates on your weekly letters and Tapestry.

## Year 1

Writing - how to recount events and stories reading 'On the Way Home'.

Phonics - revising words containing consonant blends (phase 4).

Maths - counting and comparing numbers to 20 using resources and images.

Science - learning about our senses.

Wider Curriculum - learning how to identify places in our local area and draw a map of our walk.

## Year 2

Writing - how to form sentences with correct punctuation reading 'The Fox and the Star'.

Phonics - revising our phase 5 sounds and write phase 5 words in a sentence.

Maths - to add and subtract multiples of 10.

Science - how mammals grow and matching adult animals with their young.

Wider Curriculum - Watford and how it has changed over time. We are also developing our map skills.

## Year 3

Writing - how to plan & write fables and reading 'War and Peas'.

Maths - how to round numbers, how to estimate quantities and how to read quantities on a scale.

Science - the function of our muscles.

Wider Curriculum - about Leavesdon, land use in the area, about the aerodrome and how flight has evolved over time.

Guided Reading - 'The Queen's Nose'.

## Year 4

Writing - how to write a recount focusing on tense and using expanded noun phrases. We will also be looking at the key features of a leaflet.

Maths - formal addition & subtraction methods ensuring that each number is placed in the correct place value column.

Science - how sounds are made and how we change pitch.

Wider Curriculum - all about St. Albans, its landmarks and history.

Guided Reading - 'The Butterfly Lion'.

## Year 5

Writing - exploring biographies and their features. Researching facts about Henry VIII and using bullet points to organise our research.

Maths - multiplying & dividing decimals, identifying common factors, multiples and prime numbers.

Science - all about Human Life Cycles and how we change as we grow older.

Wider Curriculum - about Henry VIII and the Tudor times. We will be visiting Hampton Court Palace.

Guided Reading - 'The Miraculous Journey of Edward Tulane'.

## Year 6

Writing - how to write a setting description with a contrasting atmosphere between two scenes. We are reading 'The Varmints'.

Maths - how to use bar models to solve problems and solve problems by working backwards.

Science - how the human digestive system works and exploring the parts & function of the circulatory system.

Wider Curriculum - about the Grand Union Canal.

Guided Reading - 'The London Eye Mystery'.

## Reminders

- **Monday 30th September at 6pm Miss Penfold will hold a Secondary transition information meeting on Zoom for parents of children in Years 4, 5 & 6 (see emails for the link)**
- **Wednesday 2nd October Early Years parents are invited by Miss Birdsall to attend a Coffee Morning at 8:45am in the Hub to share any concerns about your child's development, speech, toileting, eating or play.**
- **Monday 7th October Miss Wolstencroft will hold two Phonics Workshops for parents in school - one at 3.30pm & the other at 6pm.**



# TOP CHERRIES



Our Top Cherry Award is an award to celebrate exceptional behaviour, learning or manners. These children really are going above and beyond!

Class	Child's Name	Reason
Lunchtime	Reuben Z	For always being a good role model and aiming high in his lunch choices.
Red & Ready	Aari (RC)	For being brave and coming into Sunset club without any tears and a big happy smile!
Fireflies	Reuben (Birch)	For aiming high and being focused whilst exploring all the Forest School activities.
Cherry Blossoms	Jeshwin	For being very grown-up and aiming high during group activities.
Berries	Kylan	For settling into his new class and following new routines.
Acorns	Fletcher	For being kind and following all our school values. You are certainly an 'Amazing Acorn'!
Conkers	Aiden	For aiming high by always showing ten fingers and going straight to the carpet after helping to tidy up the classroom.
Maple	Julia	For being a great role model and helpful member of Maple class. Well done for always aiming high!
Birch	Arman	For aiming high in every lesson and being a fantastic role model. Well done!
Cedar	Elicia	For being an excellent role model to the class.
Willow	Mason	For always being kind, respectful and aiming high.
Sycamore	Anayah	For always aiming high, being brave and always doing their best.
Hazel	Sarah	For being so welcoming to new adults in the school.
Ash	Omar	For persevering with his maths work on regrouping this week.
Yew	Joone	For his fantastic enthusiasm and contributions in class.
Pine	Rosie	For being a fantastic role model and always displaying our school values.
Fir	Thanuj	For always aiming high in his work and being kind inside and outside of the classroom.
Oak	Maisie	For aiming high in her maths this week and having the confidence to challenge herself and work independently to successfully solve problems.
Elm	Vilte	For great listening this week and being extremely helpful to Mrs Walker.

Well done, Cherries!



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