



Gildredge
House

Aspire
In all that we do



Gildredge House
Compton Place Road, Eastbourne
East Sussex, BN20 8AB

Friday 24th May 2024
Newsletter





Aspire House Points



BADER

24376



CARTER

19070



HOPKINS

20470



JOHNSTON

19338



RAVILIOUS

21696

Dates for your Diary

- Monday 3rd June - INSET DAY
- Tuesday 4th June - Summer Term 2 begins
- Thursday 6th June - Y9 Parents Evening
- Friday 7th June - EYFS Hastings Aquarium Trip
- Monday 10th June - New Reception Welcome Evening
- Tuesday 11th June - Y4/5/6 -Book Award Final - De La Warr, Bexhill
- Wednesday 12th June - Sports Day Y7-11
- Thursday 13th June - DofE Y10 Silver Qualifying Expedition
- Monday 17th until Friday 28th June - Y10 Mock Exams
- Friday 28th June - Y3 Class Concert
- Monday 1st July - Y4 Class Concert
- Thursday 4th July - Primary Breakfast Concert
- Friday 5th July - Primary Breakfast Concert
- Friday 12th July - Y3/Y4 Sports Day
- Monday 15th July - Reception Summer Sports Festival
- Tuesday 16th July - Y1/Y2 Sports Day
- Wednesday 17th July - Y5/Y6 Sports Day

Nut free school

In order to safeguard our students, staff and visitors, it is imperative that peanuts, nuts and anything nut based are NOT brought into school or consumed on the premises.



✓ Attendance

At Gildredge House, we believe that outstanding attendance is important to ensure children are safe and have full access to the educational provision made for them. We closely monitor attendance for all students in both Primary and Secondary. We celebrate, weekly, the top two classes with the highest attendance rates in both phases of the school.

Gildredge House Attendance week commencing: 13th May 2024

Top class Attendance

Primary Phase

1A/1B/5A/6B

99%

4B/6A

98%

Secondary Phase

8B

98%

11J

95%

Top year group Attendance this week

Primary

Year 1 = 99%

Secondary

Year 7 & 8 = 94%

Whole school Attendance this week

95%



Year 6 SATs

We are so proud of the Year 6's for their positive attitude, growth mindset and hard work leading up to their end of Key Stage 2 SATs. They were brilliant this week and we have had lots of fun celebrating their brilliant positivity, focus and effort! Well done Year 6 - there is no one way to 'test' all the fantastic, unique things that make you, you and we are proud of all of your achievements - inside and outside of the classroom.



Year 4 - Fajita making

In DT, year 4 have created fajitas. This is in connection with our Mayan topic. The Mayans main crop was maize which they used to create corn flour. They used corn flour to create tortillas which they used in dishes we still enjoy today, such as fajitas. We had great fun chopping vegetables, cooking the vegetables and chicken, and creating our fajitas.





Year 6 Safety in Action



As part of their transition to Year 7 activities, Year 6 attended Safety in Action this week. They worked their way around 9 different scenarios with different Uniform Services, learning to keep safe in the community in preparation for their increased independence. We were impressed by their team work, problem solving and awareness of safety and they applied what they'd learnt to real life scenarios. Thank you to East Sussex Fire and Rescue for organising a great event.





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PARENTS:

Boost learning

with this simple trick,

Turn on
the Subtitles

when your child is **revising**

Turning on the Subtitles research shows that the mere presence of words at the bottom of the screen will encourage students to read them, automatically improving word recognition, content comprehension and code-related literacy skills.

PARENTS:

Help your child

become a better reader.

Turn on
the Subtitles

when they're **watching TV!**

Did you know that by turning on the subtitles whilst your child watches TV you can double the chances of your child becoming good at reading.

So, the next time your child is watching TV or tablet, turn on the subtitles and help them become a better reader! It's that simple!

**This simple trick
can boost revision...
and make learning stick!**



Using captions for young at-risk readers can provide effective supplemental practice in word recognition, **content comprehension** and code-related literacy skills. Linebarger et al. (2010)



Same language subtitling (SLS) evokes **unavoidable reading engagement** automatic practice. Parkhill and Davey (2014)



"The majority of outcomes... indicated that **children who viewed with captions outperformed their counterparts** who viewed without captions." Linebarger et al.s (2010)



Based on a study of 2,350 children, 34% became good readers with schooling alone. But when exposed to **30 minutes a week of subtitles**, that proportion more than doubled to 70%.

The credibility of these studies is reinforced by GCSEPod, an education software provider that, as of 2021, has made subtitles the default setting to bolster students' literacy support.

🏆 ASPIRE Points - Platinum Award

👏 A huge congratulations to our students in class 3A for achieving 200 ASPIRE points and receiving their Platinum Award! You should all be incredibly proud of yourselves.





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We're Hiring



Join Our Amazing team

- Head of English (Mat Cover)
- Teacher of English (Mat Cover)
- Teacher of 3D Product Design
- Teacher of Performing Arts
(Fixed-Term)
- Literacy Intervention Specialist

For more information please visit:
www.gildredgehouse.org.uk



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APPLY NOW

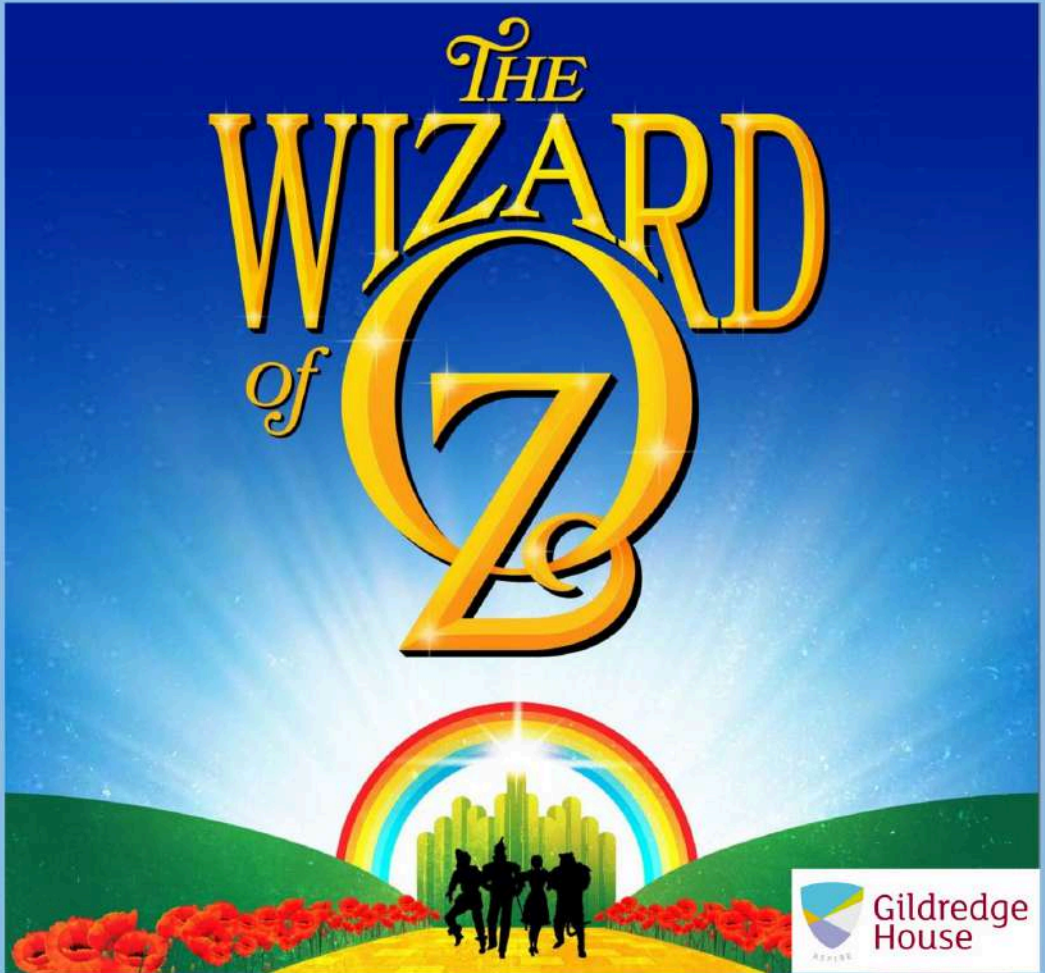
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Audition Notice

Coming this Christmas...



For years 7-10.

Collect a copy of the script from Mr Willis or Miss Netschepir.

Auditions to be held week beginning 10th June 2024.

Rehearsals for principles will begin straight away

You can audition either by yourself or with a group.

Sportitude - Medal Week



A huge well done to all of our medal winners for receiving their end of term achievements. They have all done so well, we are very proud of them. Next term these children will work on gaining the next level and new children will be assessed to see where they are.

They awarded for the children we select to have had the following journeys this term in their person growth:

Most Improved
Best Performance
Best Attitude

Keep it up and see you next term!

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetable routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and Interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health paper.



#WakeUpWednesday®

The National College®

Young Chef Update

Congratulations to Bea (Year 9) and Bethan (Year 8) who were selected as the finalists to go through to the next round of the Young chef of the Year competition. The students made a veggie chilli with nachos and dips and an American waffle topped with fried chicken, homemade BBQ sauce, corn and coleslaw.



The girls will be competing against other young chefs from local schools in the final in June. Well done to all the students who entered. The head chef from the Grand hotel was really impressed with the quality of all the dishes and it made the competition tough to judge. Lets wish the girls lots of luck for the finals!



OFFICIAL OPENING - SECONDARY LIBRARY

It was with great anticipation and excitement that we had the grand opening of our Secondary school library on Wednesday 15th May. Our Executive headteacher Mr Bull had the honour of opening the library, supported by our Literacy Lead and our Secondary school reading ambassadors. Students from Year 5 - 10 all had a tour of the new library. With the appointment of our new librarian, students will be able to start using the library during break times from Tuesday 4th June. We hope this becomes a place of sanctuary for many students and a place for them to foster a love of reading.

Mrs Jenkins - Head of Secondary





Here are some more photos from the grand opening of the Secondary library launch party we held last week!





Duke of Edinburgh Award - Bronze completions

I was delighted to be able to present 27 of our Year 9 students with their Bronze Duke of Edinburgh Award certificates. In order to achieve this they have all undertaken a skill (for example cooking), a physical activity (for example playing tennis) and volunteered (for example helping within our primary school) as well as completing a practice and qualifying expedition. I would like to congratulate them all. Completing a Duke of Edinburgh Award shows commitment, resilience, teamwork, commitment, ...what a fantastic achievement by them all!

I will be promoting the Silver Duke of Edinburgh Award in assemblies after May half term for current Year 9 students and hope to see many sign up. Please remember you do not have to have completed Bronze to be able to take part in the Silver. I will also be telling current Year 8 students all about the Bronze award in their assemblies soon. It would be great to see lots sign up for that too.

As always, thanks go to Mrs Bray and Mr Kenth who assist me in running the award.

Mrs Maxwell



Supporting our students - Ready to Learn

Pencil Cases



We are really proud of the effort and commitment our students are showing by being fully prepared for their learning and ensure their books following our "beautiful books" expectations. However, some students are not always coming to school with the correct equipment. It is compulsory for all secondary students to bring a pencil case to school every day. Students having their own set of essential writing tools readily available, empowers them to actively engage in classroom activities and create an optimal learning environment.

To assist in ensuring that student pencil cases are well-equipped, compulsory items include: blue and/or black ink pens, several pencils, erasers, a ruler, a pencil sharpener, and green and purple pens (for peer and self-assessment). Additional items which are not compulsory, but recommended, include a white board pen, highlighters, coloured pencils, and a glue stick. For Years 10 and 11, exam-level students, we highly recommend that pencil cases meet the external examination requirements set by the Joint Council for Qualifications which states that all pencil cases must be see-through.

Uniform

Please can I take the opportunity to remind you of our uniform policy, a copy of which is available on our website. Uniform is one of the outward signs by which the local community recognises and makes judgements about our students and it is important that our students present themselves positively and in a way that conveys a disciplined and well-ordered learning environment. Smart uniform ensures that all students are prepared for work, both in school and beyond.



Supporting our students - Ready to Learn

Secondary Uniform Reminders:



Students should wear the school blazer every day and it should be worn at the start of the school day and at the start/end of each lesson. Students may ask a teacher if they can remove their blazer if they are too warm in class.

Students must wear smart black shoes and not trainers.

Plain dark grey or black tights are permitted only; students do not need to wear tights and could opt for socks instead. Socks should be plain dark grey or black only. Strictly no white, coloured or colour-patterned socks all year round.

We appreciate that as we approach the end of the academic year students may be growing out of uniform. Please ensure that replacement blazers and shoes are purchased early to ensure students are not left without these uniform items. If you need support in sourcing uniform please contact your child's Form Tutor. Our uniform expectations remain the same throughout the year. The decision to vary school uniform in the light of weather changes lies at the discretion of the Head Teacher. This will be communicated home prior to the school day.

Jewellery



Jewellery is not permitted except for one pair of small (no larger than 5mm in diameter) plain, silver, gold or pearl ear studs worn centrally in the ear lobe. No other Jewellery (around the neck, wrist or other body parts) or body piercings are permitted. Students are not allowed to cover piercings (e.g. with plasters) and may not use sleepers.

Thank you for your continued support. Mrs Graffham.



Secondary SEND Parent/Carer coffee morning

We will be hosting a Secondary SEND Parent Carer coffee morning on 21st June from 9.00-10.00am. This is targeted for all parents who have children on the secondary SEND (Special Educational Needs and Disabilities) register but is also open to any other interested secondary parents. On the day, parents will be met on the Plaza for signing in and directed to the event in the Lower School Hall.

The event will be led by East Sussex Parent Carer Forum (www.espcf.org.uk) and their Engagement Workers - Zoe Luther and Holly Riley-Saxby. During this session, they will be sharing some detail of the work Gildredge House has been completing as part of the East Sussex Autism in Schools Project. They will also talk about wider services available to families, such as AMAZE. They would also like to gain Parent Voice about anything else that you would like to ask or share with them. We are hoping that these coffee mornings will become a regular feature within our secondary calendar and will be an opportunity for you to meet the Secondary SEND team and other parents from our community who have children with additional needs.

If you would like to register for the event, please contact SecondarySEND@gildredgehouse.org.uk.



For more information, you can contact the East Sussex Parent Carer Forum directly through their website - www.espcf.org.uk.

The SEND team at Gildredge House are looking forward to working alongside you, supporting parents and carers across the secondary phase.

Mrs H O'Driscoll
Secondary SENDCo





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🙏 Wishing all our Year 11 students "Good Luck!"
with your GCSE exams. Keep up all of the hard
work.



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