

Emmbrook Junior School Newsletter

Friday 28th May 2021

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- Summer BBQ
- Year 4 Virtual Aquarium Visit

Message from Mr Usher



We made it to half-term everyone - congratulations and thank you. This week we have trialled a drop-in sports session at lunchtimes for those children who are interested in participating. We did this within our year group bubbles and it was very well received by the children that took part. **After half term we will be giving each year group an opportunity every week to join in** these additional, coach led, sports sessions once a week. They will not require PE kit or signing up to their session, the coach will set up both competitive and non-competitive games for any children from the year group that want to join in. **This is a great way of increasing activity and supporting well-being.** I realise that not all children want to take part in sports and we will be looking at what other provision we can make for children at lunchtime, including the purchase of equipment.

I'd like to pass on my thanks to the Parents' Forum for their time last week and to all the parents and carers who contributed. Following your feedback, we have allowed children in Y3 and Y4 to wear their PE kit to school on their PE days. **I don't want anyone to buy additional PE kit** and neither do I expect clothes to be washed overnight, so for the second PE session plain white-shirts and plain black or grey shorts or jogging bottoms are fine. We will also continue to rotate the days on which after school clubs are offered (for each period) so that more children have an opportunity to take part, **as well as looking at a wider range of clubs** to offer. We are already exploring the opportunity to set up a gardening club with the infant school.

I know that some parents feel we send too many emails and that PDFs can be problematic on phones. I would rather over-communicate than under, but we will try to ensure that all communications are streamlined where possible and **if appropriate**, send messages in the body of an email communication rather than as an attachment, although this will not apply to all messages.

We know lunches are still an issue for many parents (and children) and we will be entering into a procurement process for our catering with a group of other schools in the coming academic year. Our current contract runs until July 2022 so we will continue to monitor and challenge the provision as we move forwards.

There are 3 opportunities for children to try music (separately to music lessons in class) that we as a school support. Berkshire Maestros have restarted lessons, RockSteady is running again and we shared the opportunity for guitar lessons from a local teacher. We are also looking at how we can re-start choirs within year group bubbles in order to ensure Covid-19 controls are met, however, this may be something that we have to come back to in September.

I am very pleased to announce that Mrs Linda Bendall will be joining the staff as our new Year 3 teacher from September. Linda has over 29 years of teaching experience and joins us from Windmill, so has good local knowledge. She will be visiting the school for our transition days so the children joining us from Year 2 will have a chance to meet her before September.

A very big thank you to the PTA for their continued fundraising. Please sign up to support the Summer BBQ if you can and **have a wonderful half term break!**



Times Tables Rock Stars



Every week will be looking for the top earners and each half term those who score the most correct answers.

Year Group	Year 3	Year 4	Year 5	Year 6
Weekly Top Earner	May H	Ivy Z	Annabel W	Lucy H
Most Correct answers for this half term.	Pola D	Isobel M	Annabel W	Lucy H

Big Congratulations to our double certificate winners Lucy and Annabel. Don't forget it all starts again from tomorrow so everyone has a chance to win a certificate.

You can login in to Times Tables Rock Stars here: <https://play.ttrockstars.com/auth/school/student/15813>

Racial Equity

This week's learning share is from Mr Hewitt.

Recently I have been actively trying to test and challenge some of my own assumptions and those often expressed in the media as 'understood' as part of a dialogue concerning issues faced within our society. I came across this blog, which perfectly challenges these ideas. I hope we can all read it with a view to ensuring we test our own, sometimes lazy, assumptions, about certain communities that are different from our own.

"Hard-to-reach" is a phrase used commonly to describe certain communities who are perceived to be disengaged. To me it implies blame on the communities themselves, rather than questioning why the organisation isn't easily accessible. It disregards the many barriers faced by individuals, such as socio-economic factors. I have personally worked across many sectors, including education, charity, environmental and the arts and have found this problem to be across the board. In this piece, I have gathered feedback from friends and colleagues on the use of such language, to find alternative ways organisations can look at this issue. Let's reframe and rephrase to truly be inclusive instead of divisive.

I questioned some youth workers, who believed we should put a spin on it and put the onus on the organisations themselves. Sana Ikram says it should simply be "the local community," whilst calling the organisation "inaccessible." Lovill Henry states that due to a "lack of opportunities," they are "under-reached." Others used terms such as 'under-served' - if organisations start to question why they are under-serving people, rather than assuming they don't want to engage, we may see some change. Colleagues in other industries use phrases they believe are more fitting. Examples include: 'marginalized', 'under-represented' and 'disadvantaged'.

David Michael MBE expressed an emphasis on highlighting that these communities are an "integral part of our community." He elaborated, "They are not 'hard to reach', as they are ever present in our communities and neighbourhoods.

Their ideas, views, wishes and feelings are simply 'not listened to' by the very people who caricature them as being 'hard to reach.' They enrich and bring added value". This concept that certain individuals or groups are not listened to was reiterated by many people I spoke to. Common phrases included 'seldom heard' and 'ignored'. It is interesting to see this viewpoint, because for far too long there has been an impression that groups do not want to speak - it seems that they are simply not listened to when they try.

NGYT, a performing arts CIC, touched on the idea that we may be missing untapped talent, by using the alternatives of "not yet found" or "undiscovered to us." In the arts sector this works well, as it reframes the idea of 'hard-to-reach' into something far more positive. If other industries adopted this mindset, we could see a shift in not only language, but the way programmes are run and the outcomes achieved by organisations who do outreach work. Outreach is key - to find or discover people, you must communicate with them and go to them. In Luton, I have seen many, in particular young people, come from deprived parts of the town, who lack opportunities and unfortunately fall into a life of crime after finding their 'family' on the streets. To



have programmes designed for them, which they need to pay for, when they cannot even afford to buy a pair of trainers which aren't torn, or be asked to travel to other parts of the town which are not accessible, is unrealistic.

As a South-Asian, female Muslim, I fit the narrative for someone who is portrayed in the media as needing liberation.

People like me are portrayed as the voiceless, with saviour-like organisations wanting to provide me that 'voice'. Thank you, but I already have a voice, just like everyone else in the so-called 'hard-to-reach' communities.

It's up to organisations to provide a *platform* for that voice, rather than silencing us.

I hope in these troubling times where Covid19 has isolated the masses, rather than the minorities, some light has been shed to what it feels like to not have access to essential services. We have seen communities pull together to help those in need, in unprecedented circumstances. Viruses do not discriminate against the rich or poor and nor should we. Let us build on the community spirit we are currently experiencing and strive to do better, so that no community is ever hard to reach.

Written by Haleema Ali

Online Safety



LEGO Life is a creative app that allows users to share their LEGO builds and join in with build challenges. Users can post pictures of their builds to the app and comment on posts using app specific emojis. You cannot make your profile private, so all users of the app can see your posts.

Our overall rating for LEGO Life is Good.

A child can't share or create their own builds in LEGO Life without their account being verified by a parent or carer. To set this up you need to create your own account and connect it to your child's. LEGO Life use moderators to check images before they are uploaded to the platform to ensure they don't contain any personal information and protect the young people's identities. As commenting is restricted and there is no private chat function, the risks of your child being contacted by someone they don't know or receiving unwanted contact are low.

Be aware, some images might contain themes that might not be appropriate for young children, and there are no options to filter or block content.

To find out about the latest apps, games and social media sites your children may be interested in or already accessing go to: <https://www.net-aware.org.uk/networks/>.

Ofsted Parent View



In advance of any possible visit from Ofsted in the coming year, it would be useful if parents could give their feelings about the school via Parent View. Parent View gives you the chance to tell Ofsted what you think about your child's school, from the quality of teaching to dealing with poor behaviour.

<https://parentview.ofsted.gov.uk/>

The survey can be completed at any time; you don't have to wait until the school is being inspected. **We only ask that if you do have any issues you raise them with us first so that we have a chance to address them.**

[If you would like to raise any issues or concerns with the school please use our communication flowchart to find out who you should talk to:](#)

Or if you have any general feedback you can contact the Parents' Forum: ejsparentsforum@gmail.com



Dates for your Diary

Summer Term

31st May 2021 – Spring Bank Holiday (school closed)
1st - 4th June 2021 – Half term (school closed)
7th June 2021 – INSET Day (school closed to children)

8th June 2021 – Back to school
14th – 18th June 2021 – Y6 Residential (if allowed by government)
23rd June 2021 – Transition Day
2nd July 2021 – PTA Non-Uniform Day

Saturday 3rd July 2021 – PTA Summer BBQ - 12pm to 3pm – *save the date!*

15th July 2021 – Sports Day (TBC)
16th July 2021 – End of Year Reports out & Year 6 Leavers' Party
19th July 2021 – Optional Report Consultation Meetings
21st July 2021 – Last Day of Academic Year

Message from WBC

Self-isolation

When a member of the household is symptomatic or has tested positive for Covid-19, the entire household must self-isolate. This includes those who have received one or more doses of the Covid-19 vaccine.

Full government guidance for households with possible or confirmed coronavirus infection can be found [here](#).



**WOKINGHAM
BOROUGH COUNCIL**

Gallery



Two of our children took part in and completed the Wokingham Walk – well done!

If you'd like to share any of your achievements or activities please email the admin team or your year group and we can put you on our website and twitter feed.

admin@emmbrook-jun.wokingham.sch.uk

At Emmbrook Junior School we are:

