MARSH GIBBON
CE SCHOOL

Newsletter 03.03.25

Dear Parents, Carers, Staff and Governors

As we embark on this new term, I want to take a moment to celebrate and share just how extraordinary our first week back has been following the February half-term.
The school has been buzzing with energy and positivity, and I'm absolutely thrilled to report the fantastic outcomes from our recent visitors. We had the privilege of welcoming a county advisor for a SEND review, and I'm delighted to share that he was thoroughly impressed with the robust support systems we have in place for our children with Special Educational Needs and Disabilities. This is a testament to the unwavering dedication and expertise of our staff.

Equally, during our County Safeguarding audit, we received glowing feedback about the strong safeguarding culture that permeates our school. This speaks volumes about the commitment and hard work our team puts in every day to ensure our children thrive in a safe and nurturing environment.

It's been a joy to witness our children settling back into their learning routines so seamlessly after the break. Their enthusiasm and eagerness to engage in lessons have been truly inspiring. A massive shout-out to our incredible team here at Marsh Gibbon, who consistently go above and beyond to foster such a positive atmosphere for our children.

We're excited for another term full of learning adventures and for seeing our school vision come to life each day.

On behalf of all the staff here at Marsh Gibbon, I want to extend our heartfelt thanks for your continued support and partnership.

Together, we are making a difference!

Succeeding together - 'fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'

Warm Regards

Mrs. Brown

Mrs B Brown
Headteacher
office@marshgibbon.bucks.sch.uk

READING

It's World Book Day on Thursday 6th March and the children and staff are gearing up for a week of stories and fun. With this in mind, here are some top tips to support your child's reading at home

1. **Read as regularly as you can at home.**

Reading at home is just as important as reading at school. It gives children a chance for extra practice (which is always a good thing!) and the opportunity to develop a language-rich environment at home.

Read to your child. This may sound obvious but showcasing your love of reading and giving your child the opportunity to listen to you read is just as valuable as them reading to you. Some parents may think that reading at home is all about hearing your child read, which is a very important part of developing their reading skills, however allowing them into your world of reading creates a new, exciting experience that will boost their love of books. **At Marsh Gibbon School, our expectation is that children will be heard read at home at least 4 times during the week - please sign the yellow reading diary each time you listen to your child.**

2. **Build reading into your child's daily routine.**

Find a regular time for reading in your child's day, so that they can start to expect it as part of their regular routine. It can be any time: before bed, after dinner, or in the morning after breakfast when they have more energy.

Don't get caught up with how much time your child spends reading – if they need a break, that is completely fine! Reading can require a lot of mental effort and stamina, especially during the early stages and we don't want to 'put children off' by forcing them to continue reading when they need a rest.

Your child doesn't need to read an entire book in one go. Taking regular breaks will give your child a chance to gradually build their reading stamina and soon they will be able to read for longer.

Did you know?

Children who read outside of school every day are 5 times as likely to read above the expected level compared to those who don't.

READING (CONTINUED)

3. **Encourage your child to read a variety of materials**

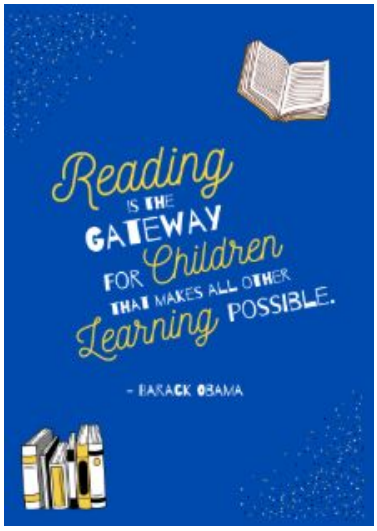
Don't feel like your child only has to read books. They can read anything and everything – get creative! Magazines, newspapers, recipes, game instructions – the list is endless!

When you are out and about there are so many things that we read automatically and successfully using our reading skills without even realising! Encourage your child to read things like road names and signs, shop names, bus and train timetables, posters and leaflets. This will support your child's application of the sounds that they know to real life.

4. **Develop your child's love of reading**

- ★ Give books as presents
- ★ Encourage your child to organise book swaps with friends
- ★ Visit the local library or bookshop together regularly
- ★ Have a family bookshelf and start a family book club
- ★ Alternate between print books and eBooks
- ★ Watch the film version once your child has read the print version
- ★ Mix it up: read non-fiction books as well as fiction books

If you would like any advice or support with your child's reading, please speak to your child's class teacher or Mrs. Bramwell.



SAFEGUARDING

At Marsh Gibbon CE School, we are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

School policies are in place to ensure that there is a consistent approach to practices throughout the school and that they are adhered to by staff, governors and volunteers. Adults have a tremendous impact on young children and with this in mind, adults at Marsh Gibbon CE School:

- are good role models for children
- enjoy their work and working with children
- are conscientious and hard working
- are welcoming to visitors in school
- recognise and value strengths in each other and use these to support everyone
- work within the agreed policies of the school
- promote a happy, caring and safe school
- encourage children to think for themselves, ask questions and find answers
- create an environment of trust
- challenge and support children in their learning.

Our Designated Safeguarding Lead is Mrs Brown - Headteacher

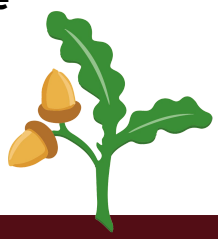
Our Deputy Safeguarding Leads are Mrs Bramwell - Deputy Headteacher, Mrs Blane and Miss Traff*ord. Miss Trafford is currently on Maternity leave*.

Mrs Kim Price is our Safeguarding governor. Mrs Price has many years of experience as a Headteacher and is currently an advisor with Buckinghamshire Council.

Here are some FREE webinars that parents can attend, provided by Oxford Health CAMHS. Upcoming webinars include anxiety around transition to secondary school, low mood, self-harm etc.

- SLEEP AWARENESS - **12th March**
- SUPPORTING YOUNG CHILDREN WHO SELF-HARM - **22nd May**
- CHILDHOOD ANXIETY - FOR PRIMARY/SECONDARY - **4th June**

If you have concerns regarding your child please contact the school, we are here to support you and your child.



SAFEGUARDING

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.

#WakeUpWednesday®

The National College®

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 17.07.2024

SEND

Following the Easter break in 2024, Mrs. Kay Gobby joined us as an independent consultant to enhance our SEND provision. During the 'Meet the SENDCo' meeting in May 2024, we informed you that Mrs. Gobby was working with us to support the SENDCo role throughout the summer term. We are incredibly grateful that she has continued with us, playing a pivotal role in ensuring our SEND provision is robust and effective, and significantly contributing to its progress.

Mrs. Gobby has been instrumental in strengthening the support for children with Special Educational Needs and Disabilities (SEND).
Since her arrival, we have made significant strides, and the school has been buzzing with energy and positivity. During our recent County SEND Review, the county advisor was thoroughly impressed with the robust support systems we have in place for our children with SEND, highlighting it as a strength of our school.

Reflecting on the previous Ofsted report from 2024, we acknowledge the identified weaknesses in our processes for supporting pupils with SEND. The report noted that while we identified pupils with SEND and supported them to access the curriculum, our planning and review processes were not fully effective. Some parents expressed frustration about the provision for SEND and felt their views were not fully considered.

We are pleased to share that we are now in a much better place with our SEND provision, thanks to the dedication of our staff and the invaluable support from Mrs. Gobby. We want to assure you that we are fully committed to providing the best possible SEND provision for our children.

Currently, we are in the process of recruiting a permanent SENDCo and will update you once the recruitment is successful. In the meantime, Mrs. Gobby will continue to support us.

We appreciate your continued support and look forward to working together to achieve the best outcomes for our children.

PARKING

Please be considerate of our neighbours when parking for school pick up and drop off, in particular the shop. We ask that you do not park in the bays outside the shop.

In addition, dropping children off and parking in the no park zone - yellow zigzag area, directly in front of the school is not permitted for the safety of the children.

SCHOOL GATES

We're always thrilled to see the children eager and keen to come through the double gates in the morning.

We're pleased to share that Mr. Skelton, our wonderful caretaker, has painted a yellow line in front of the school gates. As the gates are very sensitive and work with a sensor, please ensure all children stay behind this line before the gates open. The sensors won't function properly if they detect movement nearby.

Your cooperation is greatly appreciated for everyone's safety.

JUNIOR LEADERSHIP TEAM (JLT)

We are delighted to share some fantastic news with you!

Our Junior Leadership Team (JLT) has achieved remarkable success in securing a grant, generously supported by the Ewelme Exhibition Endowment Fund.
This grant has enabled us to acquire new playground resources and replace outdated equipment, making a significant difference to playtimes at Marsh Gibbon School.

These new resources are set to enhance activities, foster leadership, and promote a sense of belonging among our children. We believe this will ultimately benefit the social and emotional well-being of all our pupils.

We are incredibly proud of our JLT for their dedication and initiative in making our school a better place. We look forward to witnessing the positive changes these resources will bring to our daily school life.

Resources below are "Supported by the Ewelme Exhibition Endowment.'

ALLERGY ALERT

*** We are a nut and Sesame Seed aware school. ***

At Marsh Gibbon School, the safety and well-being of our children and staff are our top priorities. As part of our ongoing commitment to providing a safe environment, we would like to remind you that our school is a **Nut-Aware and Sesame Seed-Aware School**.

Why is this important?

We have several children and staff with severe allergies to nuts and sesame seeds. Exposure to these allergens, even in trace amounts, can cause life-threatening reactions. Therefore, we kindly ask for your cooperation in helping us maintain a safe school environment for everyone.

How can you help?

Please ensure that all packed lunches and snacks do not contain nuts or sesame seeds. This includes, but is not limited to:

- Peanut butter sandwiches
- Nut-based granola bars
- Sesame seed buns or bagels
- Hummus or tahini-based products

Next Steps:

1. **Check Ingredients:** Carefully read the labels of all food items sent to school to ensure they are free from nuts and sesame seeds.
2. **Talk to Your Child:** Educate your child about the importance of not sharing food with classmates to prevent accidental exposure.
3. **Alternative Snacks:** Consider sending snacks like fruit, vegetables, cheese, or yogurt, which are safe alternatives.

Additional Information:

If your child has any allergies or dietary restrictions, please inform us as soon as possible so we can take necessary precautions. For any questions or concerns, feel free to contact our office at office@marshgibbon.bucks.sch.uk

Thank you for your understanding and cooperation in keeping our school a safe place for everyone.

FOREST SCHOOL

Year 5 had a fantastic time kicking off their Forest School sessions this term!

Despite the wet ground and puddles, the children embraced the adventure with enthusiasm. They enjoyed swinging on the rope swing, relaxing in the hammock, and safely using the saw. The highlight of the day was crafting boats from sticks and leaves, which they eagerly sailed across the puddles and the children made super shelters too.

We look forward to more fun and hopefully sunnier days ahead!

ATTENDANCE

Every day at school counts.

Absences lead to missed learning and create gaps in children's education that can seriously affect their academic progress and attainment.

Attendance Matters

How can you support good attendance in school?

- Take trips during school holidays rather than term time
- Don't allow your child to stay off school for a minor ailment
- Arrive at school on time so your child doesn't get a late mark
- Ensure your child has a good understanding of why attendance is important
- Figure out the reasons for absence as this can help you understand where your child needs support in overcoming barriers to attending school
- Try to establish a good routine early so that when your child does start school, they have developed good habits such as getting plenty of sleep
- If appointments are needed for health reasons, try to make them during after school hours or out of term time where possible
- Offer support with home learning and take an interest in their learning
- Attend school parent/child learning discussions to discuss your child's progress.

DID YOU KNOW.....?

Just two weeks' holiday during term time means that the highest percentage attendance you can achieve is 94.7%

ATTENDANCE

Week	27.01.25	03.02.25	10.02.25	24.02.25
EYFS	96.6%	95.9%	96.6%	93.3%
Years 1 & 2	98.5%	96.3%	84.4%	90%
Year 3	97.8%	96.1%	94.8%	87.9%
Year 4	96.7%	99.3%	97.8%	96.7%
Year 5	97.1%	98.1%	95.7%	95.2%
Year 6	89.6%	90.4%	97.5%	95.8%
Whole School Total	96.1%	96%	94.4%	93.1%

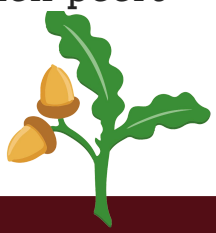
Timely arrival schedule:

- **Gates Open:** 8:30am
- **Children to be settled by:** 8:45am

It is crucial for children to arrive by 8:45am, as this ensures they do not miss out on the early morning work, daily reading, and the opportunity to feel ready and settled to start their school day.

Why timely arrival matters:

- **Academic Engagement:** Ensures full participation in early morning activities and reading.
- **Routine and Readiness:** Helps children to start their day settled and ready to learn.
- **Social Interaction:** Allows children to engage with their peers from the start of the day.



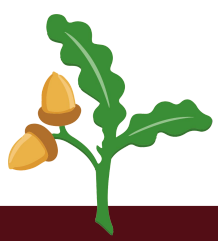
VALUE BANDS

Love	Friendship	Compassion
Avalie (EYFS) Louis (Y2) Cameron (Y3) Lara (Y5) Kyan (Y6) Henry (Y6)	Rosalia (EYFS) Teddy (EYFS) Jack D (Y2) Zachary (Y1) Dylan (Y3) Emily (Y4) Elsie B (Y5) Neave (Y5)	Freddie (Y4) Aubrey (Y5) Lucy (Y5) Kaelan (Y6) Felix (Y6) Henry (Y6)
Honesty	**Forgiveness**	**Respect**
Elbie (EYFS) Dylan (Y4) Faebien (Y4) Jack C (Y5) Rose (Y6)	Amias (Y2) Reagan (Y3) Molly (Y4) Jack C (Y5) Reuben (Y6) Joshua (Y6)	Nancy (Y1) Hallie (Y4) Amelie (Y6) Lucas (Y6)

HOUSE POINTS

House	07.02.25	14.02.25	28.02.25	Total:
Ash	307	252	275	1712
Beech	279	278	229	1445
Maple	282	261	250	1322
Willow	348	272	287	1505

Congratulations to **Ash** House!



TIMES TABLES ROCKSTARS

House / Av Answer

ASH	1,488
BEECH	7,048
MAPLE	2,994
WILLOW	4,157

Y1

36%
active play

Nancy with 1,071 correct answers

Y2

32%
active play

Theo with 431 correct answers

Y3

60%
active play

Jack with 2,827 correct answers

Y4

16 %
active play

Harry with 1,960 correct answers

Y5

90%
active play

Jack with 1,638 correct answers

Y6

8%
active play

Cecily with 182 correct answers

Most Correct Answers

A huge well done to our children for their super commitment by completing their TTRS.

Beech house are the top scorers with an impressive average coins earned of 7,048. A huge well done to our top three scorers over the past 14 days: Jack T, Harry and Jack C

Celebration Certificate

EYFS	Alexandra, Laurel, Ellie, Eden, Raya
Y1/2	Nancy, Daniel, Isabella, Amelie
Y3	Zach, Maisie, Sophie, Max
Y4	Rosalie, Georgia, Emily, Ted
Y5	Leonora, Thomas, Lucy, Elsie S-L
Y6	Henry, Cecily, Gracie, Felix

Next session 21st March 09:00 - 10:00

Stay and Play

Parent and Child Sessions Marsh Gibbon CE Primary School

Come and join our wonderful sessions in our Early Years setting and get a feel for our beautiful village school. Meet other parents, chat to our class teacher and let your little ones play.

Please contact 01869277268 or office@marshgibbon.bucks.sch.uk if you wish to attend.

DIARY DATES

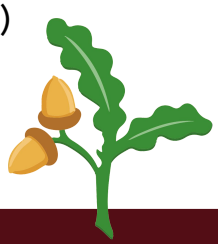
MAR

- 06/03 - World Book Day (Pyjama Day)
- 11/03 - Parent/Child Learning Discussions
- 13/03 -Parent/Child Learning Discussions
- 15/03 - Cross Country
- 18/03 - Girls Football vs. Chesterton (Home)
- 20/03 Girls & Boys Football vs St Edburg's (Away)
- 21/03 - Stay & Play session for Pre-Schoolers
- 25/03 - Y3&4 - Basketball @ BPS
- 27/03 Girls Football vs Southwold(Away)

APR

- 01/04 Girls & Boys Football vs Glory Farm (home)
- 03/04 Boys Football vs Launton (Home)
- 02/04 - Easter Service 9:15am @ St. Mary's Church - **All parents are welcome to join us**
- 04/04 - Last day of term
- 04/04 - Home Learning Gallery 2:45pm
- 22/04 - New Term
- 23/04 -EYFS, Y1&2 Waddesdon Visit
- 29/04 -Y1&2 Multi Skills Festival

MAY

- 01/05 Y6 SATS meeting for Y6 Parents
- 01/05 Y1&2 Racketball @BPS
- 06/05 Y3&4 Dodgeball @ BPS
- 08/05 Class Photograph
- W/C 12/05 Y6 SATs
- 13/05 Y5&6 Tennis @ BPS
- 16/05 Stay and play for preschoolers
- 19/05 WML meeting for Y6 Parents (Residential Information Meeting)
- 20/05 Y3&4 Cricket @ BPS
- 23/05 Last day of term

*BPS - Buckingham Primary School
*RLS - The Royal Latin School