

# ST MARY'S CATHOLIC PRIMARY SCHOOL



## NEWSLETTER

May 2022

Just under four weeks to go (including this week) and it will be the half-term break! The year seems to be racing by! It continues to be a great pleasure to have the children back in school. School will finish at the usual time for each year group on Friday 27<sup>th</sup> May.



### Re-establishing the Friday Penance

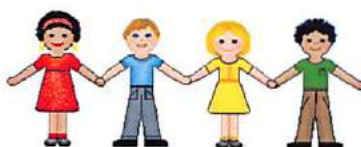
As you are aware a key resolution of the Catholic Bishops of England and Wales, released after their May 2011 plenary meeting, was "to re-establish the practice of Friday penance in the lives of the faithful as a clear and distinctive mark of their own Catholic identity".

This act of common witness formally came into effect on Friday 16<sup>th</sup> September 2011 (the anniversary of the visit of Pope Benedict XVI to the UK).

As you know we formally began our practice of not serving meat to the children / staff on a Friday right from the start of September in 2011. Thank you parents for not including meat as part of your child's packed lunch on a Friday.

Although our children are young we know that you agree that it is good to establish the practices of our faith right from the start. This good habit formed when young will hopefully be part of your child's way of life as he / she grows up. He / she will see abstaining from meat on a Friday as a distinctive mark of his / her Catholic identity.

Parents thank you for your wonderful support with the re-establishment of the Friday penance.



### Wednesday Word

Have you started to read 'The Wednesday Word' yet?

*The Wednesday Word* is a gift to you and your family because of your connection with our Catholic school.

Every Wednesday, a 'word' (inspired by the Sunday Gospel) will be suggested for you and your family to talk about in your home.

This weekly Family Time is structured around the Sunday Gospel because evidence shows that Gospel values really do help family relationships to thrive.

Regularly spending quality time with children is without doubt one of the most important aspects of parenting. *The Wednesday Word* seeks to support you in this important task: to help you and your children maintain a special closeness throughout the school years.

*The Wednesday Word* 'Family Time' leaflet is designed to ensure that all family members feel included. It presents an effective way for even the busiest of parents to enrich

relationships with their children through spending a very special 5 or 10 minutes together each week.

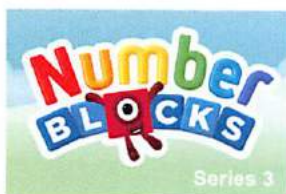
We suggest Wednesdays for *Family Time* because it is the day that the Catholic Church dedicates to St Joseph - the Patron Saint of Families. But rather than miss out, any other night would do just as well.

<http://www.wednesdayword.org/index.html>

### NumberBlocks!

*CBeebies Numberblocks* continues to be hugely popular with young children

[Numberblocks at home | NCETM](#)



### Thinking Skills

Remember to ask your child which thinking hats they have been using in lessons. Also check to see if they are aware of the current Habit of Mind focus. Some of the children are also using the Thinking Maps - ask your child to see if he / she is aware of the maps.

### The Angelus

We are trying to learn / say The Angelus each day at 12 noon in all classes from Year 2 (from summer term) - Year 6. This is a wonderful prayer which reminds us that God the Son became man in order to save us.

You might like to say this prayer with your child at home. It can be said in the morning, at noon or in the evening.

#### The Angelus

The Angel of the Lord declared to Mary:  
And she conceived of the Holy Spirit.  
Hail Mary...

Behold the handmaid of the Lord:  
Be it done to me according to your word.

Hail Mary...

And the Word was made Flesh:  
And dwelt among us.

Hail Mary...

Pray for us, O Holy Mother of God.  
That we may be made worthy of the promises of Christ.

Let us Pray.  
Pour forth, we beseech you, O Lord, your grace into our hearts, that we, to whom the Incarnation of Christ, your Son, was made known by the

message of an angel, may be brought by his passion and cross to the glory of his resurrection, through the same Christ our Lord. Amen.

May the divine assistance remain always with us and may the souls of the faithful departed, through the mercy of God, rest in peace. Amen.



### Relationships and Sex Education (RSE / RHE)

Around this time last school year Relationships Education and Health Education became statutory in all primary schools in England. This as you know for us builds on the non-statutory lessons we have always taught in RSE / RHE at St. Mary's.

As previously explained we decided to adopt **Life to the Full** by Ten Ten Resources. We actually originally purchased this programme for use in the 2019-2020 school year as we felt it supported the work the school was already doing but then the world went into lock down and other priorities took over.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

Please refer to the school website for the policy and curriculum for RSE / RHE.

[www.stmarysenfield.co.uk/about-us/our-school-curriculum](http://www.stmarysenfield.co.uk/about-us/our-school-curriculum)

As part of the subscription to Life to the Full an Online Parent Portal is provided for parents.

Parents should visit the following webpage

[\(tentenresources.co.uk\)](http://Online Parent Portal – Enter (tentenresources.co.uk))

The parent login is as follows:

**Username:** st-marys-en3  
**Password:** lady-3

### Talk to the Teacher!

Please always see your child's teacher if you need an update on your child's work or behaviour. We are always glad to help if we can.

It is a good idea to copy in the office address when you e-mail the year group address as the office staff can also pass messages on to the teachers.

[nursery@stmarys.enfield.sch.uk](mailto:nursery@stmarys.enfield.sch.uk)

[reception@stmarys.enfield.sch.uk](mailto:reception@stmarys.enfield.sch.uk)

[year1@stmarys.enfield.sch.uk](mailto:year1@stmarys.enfield.sch.uk)

[year2@stmarys.enfield.sch.uk](mailto:year2@stmarys.enfield.sch.uk)

[year3@stmarys.enfield.sch.uk](mailto:year3@stmarys.enfield.sch.uk)

[year4@stmarys.enfield.sch.uk](mailto:year4@stmarys.enfield.sch.uk)

[year5@stmarys.enfield.sch.uk](mailto:year5@stmarys.enfield.sch.uk)

[year6@stmarys.enfield.sch.uk](mailto:year6@stmarys.enfield.sch.uk)

You can always just phone the office too of course.

### Pupil Progress

You should have had a call home from the teacher / meeting in school with the teacher to update you on your child's progress last term.

Any parent who wishes to meet in person with the teacher at any stage during this term is welcome to do so but we respectfully ask that you take a lateral flow device test before coming into the school as we continue to deal with cases of coronavirus.

Just contact the school office to arrange an appointment with the teacher.

### SATs

It's that time of the year again! **Year 6 will begin their SATs on Monday 9<sup>th</sup> May.**

The other junior classes will also complete the Optional SATs for their year group and Year 2 children will complete their assessments during the summer term too. It's very important that all children are in school each day and especially during this time of assessment.

### Attendance

During the spring term we had a number of pupil absences.

It's very important that we really continue to try during this new term to improve pupil attendance. Our target, as we return to being back in school, is not to let our attendance fall below 98% (our absence was 3.97% at the end of the spring term - this is much higher than we would like it to be).

We are required now also as you know to report on Persistent Absence.

**The DfE's persistent absence threshold is 10% from Autumn 2015!**

The DfE's guidance on the 2014/15 school census explains that from the 2015/2016 academic year onwards, a pupil will be considered to be persistently absent if he/she is away for over 10% of school sessions in an academic year.

Pages 72-73 of the DfE's guidance, linked to above, contains a table which sets out the estimated thresholds that will be used to define persistently absent pupils.

	15 per cent	10 per cent
Half-term 1	10 or more sessions	7 or more sessions
Half term 1-2 (autumn term)	22 or more sessions	14 or more sessions
Half term 1-3	30 or more sessions	20 or more sessions
Half-term 1-4 (autumn term and spring term combined)	38 or more sessions	25 or more sessions
Half term 1-5	46 or more sessions	31 or more sessions

	session s	session s
Half term 1-6 (full academic year)	56 or more sessions	38 or more sessions

Please (unless of course your child is ill) ensure your child is in school each day.

If your child is away from school it is important that you always let us know to avoid having the absence recorded as unauthorised. Always try to phone us on the day and it is school policy to request a short written note explaining the absence.

The classes with the highest attendance from the beginning of the school year until the end of the spring term were:

1. 98.74%-Y4, St. Paul
2. 96.9%-Y3, St. Bernadette
3. 96.8%-Y5, St. Anthony
4. 96.77%-Y5, St. Joseph
5. 96.73%-Y6, St. Catherine
6. 96.51%-Y1, Rosary
7. 96.35%-Y6, St. Christopher
8. 96.34%-Y3, St. Cecilia
9. 96.01%-Y1, Wisdom
10. 95.91%-Y4, St. Peter



Don't forget to log on to the school website -

[www.stmarysenfield.co.uk](http://www.stmarysenfield.co.uk)

### Tissues

We are no longer able to provide tissues for classrooms. Donations of boxes of tissues would be gratefully received. Thank you to parents who have already handed in some boxes. Unfortunately we are still running low again.

### School Uniform

Thank you to the great number of girls wearing the correct **dark blue summer dress**. Remember it is fine for your daughter to continue to wear her grey skirt and polo shirt or her school trousers during the summer term if she prefers.

Try to ensure your child's name is on each item of uniform. During the summer children take off sweat shirts a lot more. If the sweatshirt is labelled it is much easier to return it to its owner.

It's good for children to be able to wear a hat during the summer when it becomes very warm. **School hats (with neck protection flaps) are now available from the School Office for £3.00.** Children are encouraged to wear these instead of other non - uniform

baseball caps which are not permitted.

On PE days children are able to wear their PE uniform. It must however be the correct PE uniform. *Please ensure your child is wearing the correct joggers in school blue.*

**Also your child must wear their school shoes and change into their trainers/plimsolls for their PE sessions.**

Thank you to the great number of parents who ensure their children wear the correct school uniform each day.

#### Be on Time!



Try very hard to ensure your child is on time for school each day and that he/she is picked up promptly at the end of the day.

Allowing your child to be regularly late in the morning and collecting children well after their school time is not good practice. It's good for children to learn good habits of punctuality from a young age.

Again thank you to the numerous parents who ensure their children are on time every day.

#### Hair!

Sometimes we have nit outbreaks during the summer term. Please check your child's hair regularly. Also ensure that long hair is tied back (in school colours please) each day. Remember nits like clean hair too!

Also please watch out for Ringworm and Worms! I know they sound unpleasant but children do pick these infections up at times.

#### Summer Sun!

Try to ensure your child wears sun cream during the very warm weather. Remember children spend quite a bit of time outside in the course of the school day. It is important that your child is able to apply his / her own sun cream. You may of course apply the sun cream in the morning before coming to school. We will of course encourage the children to spend time in the shade on very warm days.



#### Online Safety at Home



You might find the following links helpful:

#### On the internet... (Childnet)

'On the internet' is a learning-to-read book for children aged 4 and above. The large, bright illustrations show all the different ways that the internet can be used.

Find On the internet here: <https://www.childnet.com/resources/a-learning-to-read-book>

Other Childnet books for younger children include:

Smartie the Penguin (3 to 7 year olds)  
<https://www.childnet.com/resources/smartie-the-penguin>

Detective-Digiduck (3 to 7 year olds)  
<https://www.childnet.com/resources/digiduck-stories>

[The Adventures of Kara, Winston and the SMART Crew](#) | Childnet (7-11 year olds)

**UK Safer Internet Centre  
SMART Video Lessons for 6-9 year olds**

Each video has

- simple, clear online safety advice specifically tailored for children aged 6-9 years old,
- 10-15 minutes of fun activities, games and discussion points,
- narration from an experienced member of the Childnet education team,
- optional follow-up activities to extend children's learning.

*Please note: due to the format of this resource and to encourage meaningful discussion, the UK Safer Internet Centre would strongly advise that children watch the video lessons together with an adult.*

<https://www.childnet.com/resources/video-lessons/>

**Christian Meditation**

We appreciate what a challenging time this continues to be for many children and their families. As you know the World Community for Christian Meditation (WCCM) has worked to develop videos which

provide short meditation sessions which children and young people can participate in, whether in school or at home. These sessions are inspired by meditation in the tradition of John Main OSB.

Full details are available here: <https://www.cathchild.org.uk/meditation-with-children-young-people/>

**7 key takeaways for parents to help children succeed**

NACE member Professor Valsa Koshy founded the Talent Development Programmes at Brunel University in 1996. Based on the findings of her research and intervention programmes, she shares seven key takeaways for schools to share with parents and carers to help their children succeed.

Recently, Brunel University released a news item and video outlining seven steps parents and carers can take to help their children succeed.

The importance of parental engagement in shaping children's education and future has played a central role in the intervention programmes carried out at

Brunel University. The team has worked closely with Professor Charles Desforges, whose seminal 2003 research report looked at parental involvement in the development of children. The report demonstrated that parental engagement has the greatest impact during the early years of schooling and that the benefit of parental involvement among primary school children is greater than the quality of an individual school, irrespective of social class and ethnic groups.

The research: who, what, how and why

The seven vital steps highlighted in the video are based on data gathered from 1,400 parents of younger children (5 to 11 years). Data was collected using focus group discussions and individual interviews with parents.

Participants came from all backgrounds, with 154 forming a representative sample of parents, which included parents of children in low-income families who receive pupil premium (PP) funding, as well as parents in highly successful professions and with high salaries. The project included families of four living in single rooms and children who are provided with a mid-morning snack by their schools as they come to

school hungry and fall asleep in lessons.

The project was based on our shared beliefs that all children deserve a happy childhood full of joy, optimism and good physical health; and that children thrive best in environments which acknowledge their special strengths, help them in mastering challenges and in sharing their interests, curiosity, creativity, critical thinking skills and depth of understanding.

Participating parents were allocated targeted readings and activities they could do with their children, based on the book I co-authored with medical doctor Elizabeth Koshy: *Find and Nurture Your Child's Gifts: Boost your Child's Learning Potential and Wellbeing (4-11 years)*. The book provides authoritative literature on talent development, good health and practical activities, plus over 30 case studies of children whose lives were transformed as a result of parental support.

Our research showed how supportive, effective parental education can:

- Improve children's self-esteem, attitudes to learning and achievement;
- Enhance children's wellbeing, especially

mental health, and reduce anxiety;

- Help children to reflect on their strengths, talents, passions and future careers.

One major element was the team's realisation of how education and wellbeing are strongly interlinked. Based on all the information gathered, we identified seven areas which parents told us they found most useful to help their children succeed. These are included in the video, with examples.

Seven key takeaways for parents:

1. Intelligence is not fixed and we can change a child's learning potential

Parents need to know and understand aspects of intelligence. Research evidence from neuroscience tells us a person's intelligence is not fixed at birth and that it can increase and ability can change. Brain plasticity is the capacity of the brain to change; the human brain maintains an amazing plasticity throughout life.

Greater understanding of aspects of intelligence helped parents to abandon deterministic views about educational stereotypes. Sharing the information that they can become better learners, in every case,

helped children to put in more effort and lifted them out of the feeling of hopelessness.

Eight-year-old Liam's mother told us: "My son was rounded up in the playground and teased and called a 'dunce' because he was in the bottom group (lowest set) for maths. When I told him that people can actually become cleverer by putting in more effort instead of giving up, his eyes lit up. He started working hard. I also told him if he talked about his ideas his brain will make more connections. He took this literally and I found him talking to our cat about different shapes and their properties. He told me he is getting more ticks and his teacher has told him he will be moved up a group soon. He said to me that it means 'I don't always have to be in the bottom group.'"

2. There is no universally accepted definition of any of these terms: giftedness, talent, high ability

The terms "gifted", "talent" and "high ability" are widely used but we do not have a shared definition. Often "gifted" is used to describe someone who shows outstanding talent in one or two areas, not necessarily in academic domains. Parents who participated in our project found Harvard

University Professor Gardner's theory, that intelligence is multi-dimensional and is displayed in different fields, most helpful. Gardner's theory of multiple intelligences helps to identify a full range of abilities and talents that people possess. Not just an intellectual capacity, but other intelligences - including musical, interpersonal, spatial-visual and linguistic intelligences. Although this theory has been around for many years, only three of the parents had heard of it.

Eight-year old Elena's mother said: "Elena tells us that she has found her 'special intelligence' and it is spatial intelligence [visual-spatial - thinking in terms of physical space, as do architects and sailors]. Elena is autistic, likes to draw cathedrals and is brilliant at doing jigsaw puzzles." Although not all Gardner's intelligences are tested in school, Elena became more motivated, has higher self-esteem and has improved in her academic results.

### 3. Find and develop your child's passion

Most children we worked with enjoyed undertaking personal passion projects. This idea of introducing passion projects appealed to all parents. Some children changed their passion and

others stuck to them. The project team was told by parents that this is the biggest single thing they would cite as making their children happier and more fulfilled. It reduces anxiety and is an excellent way to spot your children's special talents.

Nine-year old Lexi, who was suffering from intense anxiety about tests in school and was about to be referred to a psychologist, started her passion project on reading; she developed higher self-esteem, pride in her work and no longer needed treatment for anxiety.

### 4. Develop your children's wellbeing

Through the project activities, parents recognised the vital importance of addressing their children's wellbeing. There is very strong evidence that many young children lack self-esteem, are being subjected to bullying and suffer high levels of anxiety, which can all lead to depression and self-harm.

### 5. Children's abilities do not depend on their parents' social backgrounds

The message and examples which showed that children's abilities do not depend on their parents' social backgrounds were well received and changed both

parents' and children's attitudes and aspirations. An example is included in the [video](#).

### 6. Spend quality time with your children

This was considered one of the most important messages by parents. Many parents told us they were too busy and did not have enough time to spend with their children. They were told that talking to children, asking good questions and wondering about things together encourage the learning process by making more connections in the brain. Examples are included in the video.

### 7. Fight low expectations in children with special needs

Children with special needs can do extremely well at school with parental support. The video features the example of Donna, a grandmother, who told me about her grandson, Zak, who has severe visual impairment in one eye. Zak was recently accepted into one of the most prestigious schools in the UK after taking a competitive entrance examination.

### Final thoughts

Was it all joy and optimism throughout the project? What keeps me awake at night? One haunting image is that of a nine-year-old asking



me for my phone number when I was working with him, saying: "I would like to phone you when I have cracked the maths problem. I like solving maths problems and it stops me feel hunger, because mum has not got enough money to buy food."

Readers, we have some work to do here!

The book we based the project on, *Find and Nurture Your Child's Gifts: Boost your Child's Learning Potential and Wellbeing (4-11 years)* by Professor Valsa Koshy and Dr Elizabeth Koshy, is published by enrichchildrenslives (ISBN: 978-1900905-15-2). It is available from Amazon.

### Own Clothes 1<sup>st</sup> April

£211.88 was donated. Thank you parents and children.

### Shoes!

We are still recycling shoes. Please send in any old pairs.

### School Dinners

School meals cost £2.50 per day / £12.50 per week (from September 2016).



Please pay *in advance* (at least a week in advance) online using

the Parent Pay system or ask the Office staff for a Pay Point card.

*Remember that if your child has school meals (and is not entitled to free meals) and you don't pay for them the school has to find the money to pay your debt. Always pay for your child's meals.*

Your child may be entitled to free meals. To qualify for free school meals parents or guardians must be in receipt of:

- Income support
- Income based job seekers allowance
- Asylum seekers subsistence payment (support under part VI of the Immigration and Asylum Act 1999)
- Child tax credit (but not working tax credit) only and have an annual income of less than £16,190



We hope that the road area outside our school will soon become a School Street.

Please help your child to prepare for this by parking safely and legally away from the school and walking with your child.

Our children's health and mental wellbeing is of the highest importance. That is why the council is committed to tackling climate emergency and the escalating levels of pollution at peak times on our road network. Childhood obesity in the borough is also one of the highest in London. There are many benefits of School Streets:

- Improved air quality - reduced traffic volumes leading to reductions in local emissions
- Improved road safety - reduced risk of potential conflict between road traffic and pupils
- Increased physical activity - making the school gate cleaner and safer will encourage more active travel to school

### Safe Parking

Thank you to all parents and carers who always support the school by parking safely away from Durants Road and walking with their children. This really helps and the support we receive from so many parents always with everything we do is a great strength of our school.

Please try hard to:

- Park away from Durants Road and walk with your child. This is

better for your general health and reduces the fumes and pollution around the school. If you can, leave the car at home and try to build the walking time into your child's day. If a child minder or another family member brings your child to school please encourage them to park away from Durants Road.

- Please do not sit in the car with the engine running. This is not good for the health of others.
- Never park in / across any of the driveways even for a minute. This is disrespectful and causes a lot of problems for the school with local residents.
- Never park on the zig-zag lines during the designated no parking times (please check the signs) or in the disabled bays which are reserved for blue badge holders.

#### Some Dates for this Term

Monday 2<sup>nd</sup> May - BANK HOLIDAY - No School  
Tuesday 3<sup>rd</sup> May - INSET Day - No School  
Wednesday 4<sup>th</sup> May - Rosary begins for the month of May. Children say a decade each day in class. Please allow your child

to bring their rosary beads to school. Rosary beads will be blessed at the Mass on the 26<sup>th</sup> May.

Thursday 5<sup>th</sup> May - Year 6 to Parish Mass at 10am.

Monday 9<sup>th</sup> May -

SATS for Year 6 begin (for week).

Monday 16<sup>th</sup> May - GB Athlete Visit.

Tuesday 24<sup>th</sup> May - Year 4 to Parish Mass at 10am.

Thursday 26<sup>th</sup> May - School Mass (Yrs. 2,4,5 and 6) in Church at 10am for Feast of the Ascension. Blessing of Rosary Beads.

Friday 27<sup>th</sup> May - Own Clothes' Day.

Monday 30<sup>th</sup> May - HALF -TERM (holiday for one week).

Monday 6<sup>th</sup> June - Years 2-6 classes to Parish Mass at 10am for Feast of Blessed Virgin Mary, Mother of the Church.

Thursday 9<sup>th</sup> June - Year 5 to Parish Mass at 10am for Feast of Our Lord Jesus Christ the Eternal High Priest.

Sunday 12<sup>th</sup> June - Feast of the Most Holy Trinity

Monday 13<sup>th</sup> June - INSET Day - No School

Tuesday 14<sup>th</sup> June - Additional Holiday for Platinum Jubilee - No School.

Wednesday 15<sup>th</sup> June - Year 3 to Parish Mass at 10am. District Sports PM.

Sunday 19<sup>th</sup> June - Feast of The Most Holy Body and Blood of Christ -Fathers' Day.

Monday 20<sup>th</sup> June - Sports Day for Juniors AM

Tuesday 21<sup>st</sup> June - Year 3 to Parish Mass at 10am.

Wednesday 22<sup>nd</sup> June - Class Photographs.

Thursday 23<sup>rd</sup> June - Sports Day for Infants AM

Friday 24<sup>th</sup> June - The Most Sacred Heart of Jesus. School Mass. Years 2,3,5 and 6 to attend.

Tuesday 28<sup>th</sup> June - Year 6 to Parish Mass at 10am.

Wednesday 29<sup>th</sup> June, Ss Peter and Paul, Apostles -School Mass for Years 1-6

Thursday 30<sup>th</sup> June - Sports Day for Juniors (if raining previously). Year 3 to theatre.

Friday 1<sup>st</sup> July - Sports Day for Infants (if raining previously)

Monday 4<sup>th</sup> July - Forensic Science Workshops (Day 1).

Tuesday 5<sup>th</sup> July - Year 4 to Parish Mass at 10am.

Wednesday 6<sup>th</sup> July - Forensic Science Workshops (Day 2)

Thursday 7<sup>th</sup> July - Year 5 to Parish Mass at 10am.

Thursday 14<sup>th</sup> July - Year 6 Leavers' Mass, 10am in the church. Leavers' BBQ and Disco, 5-6.30pm.

Friday 15<sup>th</sup> July - Children visit their new September classes AM.

Monday 18<sup>th</sup> July - End of Year Class Parties. Last day of School Year for Year 6. Last day for Reception -Year 5 pupils in their current classes.

Early Closing (12.45pm Infants, 1pm Juniors). Own Clothes Day.

Tuesday 19<sup>th</sup> July - Year 1- Year 6 pupils (September 2022)

begin their time in their new classes. New Reception pupils and parents visit.

Wednesday 20<sup>th</sup> July - New Reception pupils and parents visit.

Thursday 21<sup>st</sup> July - New Reception pupils and parents visit.

Friday 23<sup>rd</sup> July - Last day of School Year. Early Closing (12.45pm Infants, 1pm Juniors). OWN CLOTHES' DAY.

Thanksgiving for the School  
Year: School Mass (in memory of  
Daniel Evans and Mary Ireton)  
at 10am in Church for Years 2-  
6.

New Reception pupils and  
parents visit AM.

No afternoon Nursery session  
today.

\* Please note that dates may  
change as the year progresses.  
I apologise in advance for any  
inconvenience this may cause.

### Rosary

Each day for the month of  
May. Children say one decade  
in class each day.



It's a wonderful prayer to the  
Patron of our School, St. Mary.

*Rosary beads are due to be  
blessed / re-blessed at the  
10 am Mass on Thursday 26<sup>th</sup>  
May. Your child will need to  
have their rosary beads in  
school on that day.*

Thank you for your continued  
support for our school. It is  
greatly appreciated by all  
members of our school  
community and I know  
contributes very much to the  
happy atmosphere that we are  
so fortunate to have in our  
school.

Miss M. Creed  
Headteacher

### Prayer to Our Lady

All hail to you Mary, most  
favoured by God

O teach us to follow the path you  
once trod.

When Gabriel had spoken you  
humbly said, 'Yes'

May we have the courage God's  
word to confess.

To those for whom sickness and  
sadness are near,

Show Jesus your first-born, our  
Saviour from fear.

With Joseph your husband you  
cared for our Lord,

Guide parents and children to  
life's one reward

You spoke at the wedding and  
Christ gave the wine.

He now gives his people the true  
bread divine.

We trustfully echo the prayer of  
your Son

That all of God's children may  
love and be one.

God's life was your living with  
him you found peace.

May his loving presence in us  
now increase.



### Rosary Prayers:

### The Apostles Creed

I believe in God, the  
Father Almighty, Creator  
of Heaven and earth. And  
in Jesus Christ, His only  
Son, our Lord. Who was  
conceived by the power of  
the Holy Spirit, born of  
the Virgin Mary, suffered  
under Pontius Pilate, was  
crucified, died, and was  
buried. He descended into  
hell. On the third day He  
rose again. He ascended  
into heaven and sits at  
the right hand of God, the  
Father Almighty. From  
there He shall come to  
judge the living and the  
dead. I believe in the Holy  
Spirit, the Holy Catholic  
Church, the Communion  
of Saints, the forgiveness  
of sins, the resurrection  
of the body and life  
everlasting. Amen.

### The Our Father

Our Father, who art in  
heaven; hallowed be Thy  
name; Thy kingdom  
come; Thy will be done on  
earth as it is in heaven.  
Give us this day our daily  
bread; and forgive us our  
trespasses as we forgive  
those who trespass  
against us, and lead us  
not into temptation; but  
deliver us from evil.  
Amen.

### The Hail Mary

Hail Mary, full of grace,  
the Lord is with thee;  
blessed art thou among  
women and blessed is the  
fruit of thy womb, Jesus.  
Holy Mary, Mother of God,  
pray for us sinners, now  
and at the hour of our  
death. Amen.



**Glory be to the Father**

Glory be to the Father,  
and to the Son, and to  
the Holy Spirit. As it was  
in the beginning, is now,  
and ever shall be, world  
without end. Amen.

**Fatima Prayer**

O my Jesus, forgive us  
our sins. Save us from  
the fires of hell, lead all  
souls to heaven especially  
those in most need of  
your mercy.



**Hail Holy Queen**

Hail, Holy Queen, Mother  
of Mercy, Hail our life, our  
sweetness and our hope,  
to you do we cry, poor  
banished children of Eve;  
to you do we send up our  
sighs, mourning and  
weeping in this vale of  
tears; turn, then most  
gracious Advocate, your  
eyes of mercy towards us,  
and after this, our exile,  
show unto us the blessed  
fruit of your womb Jesus.  
O clement, O loving, O  
sweet Virgin Mary! Pray  
for us, O holy Mother of  
God, that we may be  
made worthy of the  
promises of Christ.

**Let us Pray**

Let us pray, O God,  
whose only begotten Son,  
by His life death and  
Resurrection, has  
purchased for us the  
reward of eternal life.  
Grant we beseech Thee  
that while meditating  
upon these mysteries of  
the most holy rosary of  
the Blessed Virgin Mary,  
we may imitate what they  
contain and obtain what  
they promise through the  
same Christ our Lord.  
Amen.



**ADMISSIONS FOR  
ACADEMIC YEAR  
2021/2022**

*Due to the fact that there are now fewer pupils in London (decrease in the population of children) and the issues with finding affordable housing (as was the case at Christmas a number of our families were moved out of London over the period of lock down) we currently have places in our Nursery, Reception and Year 2 2021/22 year groups and some places in some of our other year groups.*

**Thank you parents for recommending our school and helping to build up our pupil numbers. Please continue to do this. We need your help!**

From our School Inspection Reports:

*'The leadership team has maintained the good quality of education in the school since the last inspection...Pupils make good progress from their various starting points...Their willingness to come to school is evident in their well above average rates of attendance...You have successfully maintained the above-average attainment*

*by the end of Year 6 in reading, writing and mathematics...Teachers form good relationships with pupils, providing them with a wealth of interesting activities across the curriculum. Pupils concentrate well in class and are keen to work with each other...Pupils say they feel safe at school and know how to avoid danger in the wider community' (OFSTED Inspection, June 2018).*

*'A. Classroom religious education is outstanding*

- The school has adapted and developed the themes of the Religious Education Curriculum Directory in an excellent manner to meet the learning needs of the pupils of St Mary's.*
- The religious education programme in use fully delivers this content and the use of De Bono system in religious education pushes pupils to develop their understanding further.*
- After carefully analysing the needs of their pupils, the school has developed a curriculum and teaching programme that has reached*

*outstanding achievement by the pupils in religious education.*

- Teachers have high expectations and plan lessons that deepen pupils' religious literacy.*
- Since the last inspection, staff confidence in recording and assessment has been demonstrably achieved with the evidence of the clarity and confidence on the part of the staff in planning imaginative lessons based on the religious education programme followed in the school.*
- The headteacher is also the religious education curriculum coordinator and she takes the closest interest in developing the excellent teaching and learning of religious education in the school.*
- The chair of governors is a recent appointment but with her years of experience on the governing body she is clear in her role of both support and challenge in pursuing the special responsibility of governors of a Catholic school.*

*B. The Catholic life of the school is outstanding*

- *The curriculum fully conforms to the classroom curriculum time of at least 10% for religious education and teaching is fully in line with the requirements of the Bishops' Conference.*
- *The previous inspection asked the school to develop pupils' understanding of Catholic Social Teaching and to help pupils understand the ethics of the market place and fair trade. The school has fully addressed these priorities, both in their classroom teaching and in the encouragement offered when choosing charities to support.*
- *The pupils of St Mary's enjoy an outstanding experience of prayer, liturgy and Catholic worship.*
- *Pupils and staff have a deep understanding of the call to 'human flourishing' and are*

*given opportunities to develop and celebrate their gifts and talents.*

- *Partnership with the parents is excellent; they appreciate and support all that the school provides for their children.*
- *The leadership and management of the school are very effective in promoting the Catholic life of the school. The head is strong and devoted in providing both oversight and support on all aspects of Catholic life. The contribution and regular visits of the parish priest provides a strong and stable reinforcement of the foundational position of Catholicism in the life of the school' (OFSTED Section 48 Inspection, September 2019).*



**ADMISSIONS FOR  
ACADEMIC YEAR  
2022/2023**

**We need your help to remind friends, neighbours, relatives to apply for places in our Nursery and Reception classes for September 2022!**

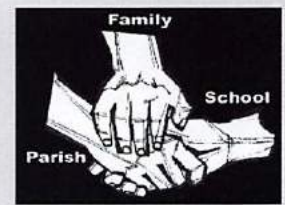
**It is not too late to apply!**



# St. Mary's Catholic Primary School

## EYFS Topic 5: From Easter to Pentecost

### Summer First Half-Term 2022



#### Religious Education

#### Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the Resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came alive again! Without the resurrection the Church would not have begun.

#### Learning opportunities include:

- Hearing the stories of the Easter season
- Coming to know that God loves each one always and at all times
- Experiencing that a Church is a special place where God's people gather to pray.
- Experiencing liturgical celebrations in a variety of simple settings.
- Experiencing and recognise prayer is talking and listening to God
- Considering ways in which a Christian family and parish share and celebrate life, and show care for one another.

#### Monitoring opportunities:

Students' development will be monitored through observation and the collection of work samples for their portfolio.

#### Affective and Spiritual Dispositions

*It is hoped that pupils will develop:*

- An awareness of the events of the Easter
- A sense of joy and wonder
- A openness to God's Holy Spirit celebrated at Pentecost

#### Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much higher if you and the school are engaged in talking about the same ideas and beliefs. Help your child by trying one or more of these activities while this unit is being taught:

- Mark the season of Easter with the activities of the Parish.
- Celebrate Easter with your family with symbols of eggs and rabbits. Plant some bulbs or seedlings! Connect these activities to our Easter celebration of the new life of Jesus.

#### An idea for prayer at home

##### Prayer Activity

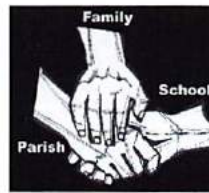


Pray with your children at bedtime.

Loving God, after Jesus died the disciples were sad. When he came alive again they were excited and happy. Help us to remember that our lives are precious and to take good care of ourselves. Help us to tell others about Jesus being alive again.

Amen

*St. Mary's Catholic Primary*  
*Religious Education Newsletter for*  
*Summer 2022*  
*(first half-term) – Years 1-6*



**Religious Education**

**Key Idea: From Easter to Pentecost**

This resource continues learning about Easter by exploring the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit at Pentecost as the rationale for 'caritas'; love of God that leads to acts of charity. This unit teaches from the Gospel of St. Luke and Acts of the Apostles, also written by Luke.

**Attitudes and Spiritual Dispositions**

**Spiritual Outcomes:** *It is hoped that pupils will develop:*

- A strengthened sense of belief in the resurrection of Jesus.
- A willingness to accept the obligation to care for those less fortunate than ourselves.

- A sense of how the resurrection provides a way of living.

**Activities to try at home**

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

- Easter is a time of reflection, thanksgiving and celebration. Make a point of undertaking some charitable works: give time, money or your support to someone who needs it.

**An idea for prayer at home**

**Prayer Activity**



Pray:

Loving God. In loving you we are called to love others in practical and real ways. May we have eyes to see the needs of those around us and the hearts and minds to do something about meeting them. Amen.





# Online Safety Newsletter

May 2022

## World Password Day: 5<sup>th</sup> May 2022

We need to create passwords for everything these days and it is important that our children not only understand that they should not share passwords with others but also that they know how to create a 'strong' password to keep their information safe. As part of World Password Day, why not take the opportunity to talk to your child about this? You can learn more here: <https://www.connectsafely.org/passwords/>

## TikTok update

The NSPCC have created a news article discussing if TikTok is safe for children and provides an overview of how to keep your child safe on TikTok using their safety settings. Read the article here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/child-safe-settings-tiktok>

TikTok have also created a Guardian's Guide designed to provide an overview of TikTok and the tools and controls available: <https://www.tiktok.com/safety/en/guardians-guide/>



## Social Media update

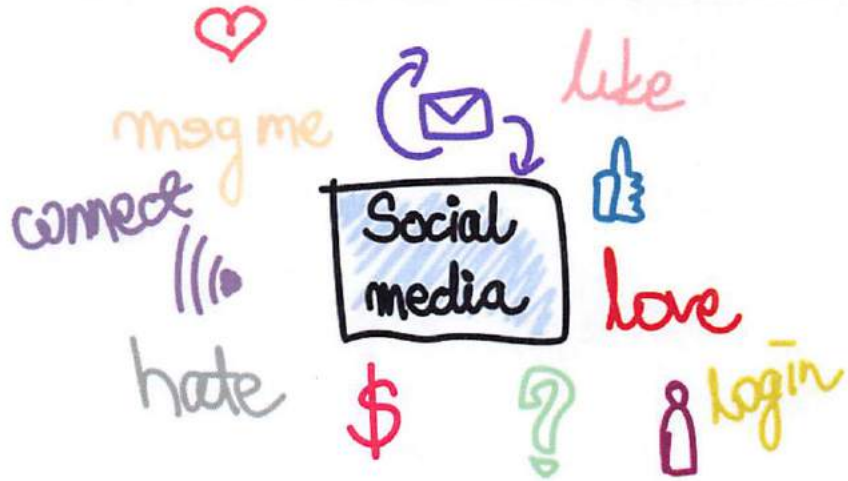
There are several different social media platforms that your child might be on or wanting to join such as Instagram and Snapchat. Social Media platforms are used to share pictures and communicate with others. It is important to review each individual platform to see what age your child should be to access them and to set appropriate privacy settings. It is also important to talk to your child about information they should keep private.

### Is your child ready for social media?

This article looks at the risks that you need to consider as well as advice on how to get started: <https://www.thinkuknow.co.uk/parents/articles/is-my-child-ready-for-social-media/>

### Further information

Visit the Social Media Advice hub from Internet Matters to learn more: <https://www.internetmatters.org/resources/social-media-advice-hub/>



## New CyberSprinters activities (7 – 11 year olds)

The National Cyber Security Centre have released a new set of activities and interactive stories. As well as the original CyberSprinters game (<https://www.ncsc.gov.uk/collection/cybersprinters>), you can now access puzzles that you can solve with your child and read interactive stories together. These activities are available here: <https://www.ncsc.gov.uk/collection/cybersprinters/home-activities>.

These resources will encourage conversations about how we can keep our information secure online.

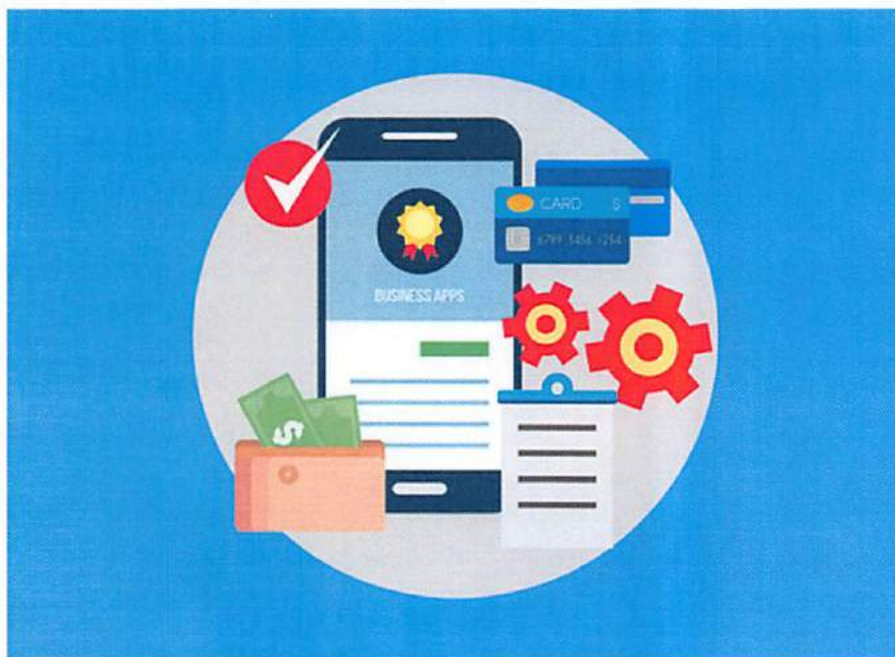
# Pop Ups / Adverts

When your child is playing on certain games or is on social media, they may see adverts / pop up adverts. The content in these adverts may not always be appropriate to them, particularly if clicked on.

It is important to talk to your child about adverts and to think about what they are clicking on before they do and if they are unsure to either ignore them or to check with a trusted adult.

## Further information

<https://www.childnet.com/help-and-advice/security/pop-ups-adverts/>



# Online Sexual Harassment

Talking to our children about online sexual harassment can be difficult which is why the Children's Commissioner have produced a guide to help you. The guide focuses on several topics that can often be difficult to talk about with our children such as body image and peer pressure.

Through the work of the Children's Commissioner, they found that we should start these conversations early, introducing topics in an age-appropriate manner before a child is given a phone or a social media account (often around the age of 9 or 10). The guide is a 'starting point' and includes further links to other resources, young peoples' views and top tips from 16–21 year-olds. The guide and further information can be found here:

<https://www.childrenscommissioner.gov.uk/report/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/>

## Games from Childline

Childline have created some online games that your children can play including arcade style games and relaxing games. You can find them here

<https://www.childline.org.uk/toolbox/games/>

## Search Engines

Parent Zone have published this article explaining what you need to know about safer searching and what you should consider. Read the article here:

<https://parentzone.org.uk/article/search-engines-what-you-need-to-know>

## Apple Watches

Does your child wear an Apple watch to school? Do they know how to turn it to the appropriate setting for school?

Apple offers two options:

- **Do Not Disturb mode** - turns off all alerts.
- **Theatre Mode** - enables silent mode and stops the watch display from waking when you raise your hand.

## Family Setup

Family Setup can be used to set up an Apple Watch for a child that does not have their own iPhone. Once set up, there is a Schooltime option, which when activated displays a yellow circle on the watch to easily show that access to apps is restricted and Do Not Disturb is switched on. You can set the schedule for Schooltime on your iPhone. Find out more here:

<https://support.apple.com/en-gb/HT211782>

# BE SMART ONLINE



## S

### SAFE

Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.



## M

### MEET

Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

THINK  
U  
KNOW  
CO.UK

## A

### ACCEPTING

Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.



## R

### RELIABLE

You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.



## T

### TELL

Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)



## BE SMART WITH A HEART

Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.



# Online resources for parents & carers

Childnet have a dedicated area to support parents and carers with information on key online safety topics, advice and activities to share with your child.

[www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

## 1. Key advice from us

### Hot Topics

Information on key online safety topics including advice and conversation starters for children of different ages.

[childnet.com/parents-hot-topics](http://childnet.com/parents-hot-topics)

### Need Help?

Support and information on what to do if you think your child is at risk online.

[childnet.com/parents-help](http://childnet.com/parents-help)

### How to make a report

Advice for adults and young people on the reporting tools for popular games, apps and social media platforms.

[childnet.com/how-to-make-a-report](http://childnet.com/how-to-make-a-report)

## 2. Reviews and tools

### Net Aware

Online guide with up-to-date advice and parents' views on popular apps, games and online platforms.

[net-aware.org.uk](http://net-aware.org.uk)



Expert reviews, advice and age appropriate recommendations on games, apps, films and more.

[commonsensemedia.org](http://commonsensemedia.org)

[internetmatters.org](http://internetmatters.org)

Step-by-step guides for using parental controls and privacy settings alongside support on a range of online safety topics.

[internetmatters.org](http://internetmatters.org)



### Advice centre

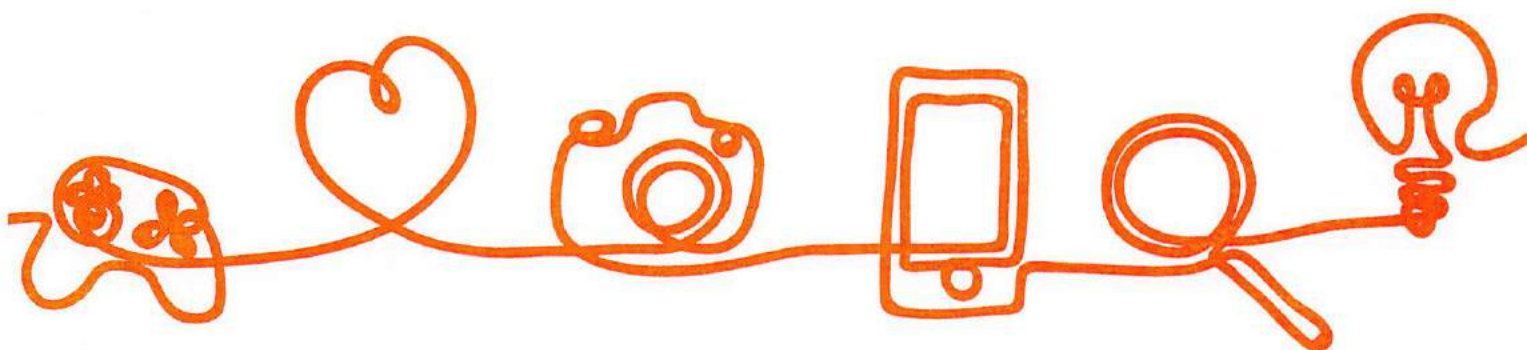
Advice centre with tips, guides and resources for parents and carers, adoptive parents, foster carers, health care professionals and more.

[saferinternet.org.uk/advice-centre](http://saferinternet.org.uk/advice-centre)

### Safety tools on social networks & other online services

A set of guides highlighting safety features on popular social media services and messaging apps.

[saferinternet.org.uk/safety-tools](http://saferinternet.org.uk/safety-tools)



### 3. Get help and support

For parents / carers

#### NSPCC

Free support and advice for adults concerned about the safety or wellbeing of a child.

0808 800 5000  
nspcc.org.uk

#### O<sub>2</sub> | NSPCC

Free online safety support and tech advice.

0808 800 5002  
nspcc.org.uk/onlinesafety

#### family lives

Free, professional, non-judgmental support and advice.

0808 800 2222  
familylives.org.uk

#### YOUNGMINDS

fighting for young people's mental health

Free, confidential, expert advice on how to support young people's mental health & wellbeing.

0808 802 5544  
youngminds.org.uk

For children

#### childline

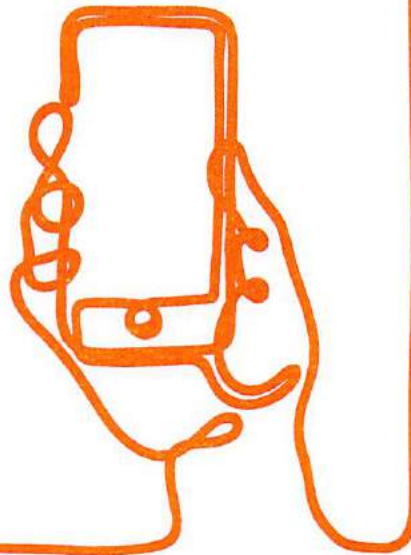
Providing help and support for under 18s.

0800 11 11  
childline.org.uk

#### THE MIX

Providing help and support for 13–25 year olds.

0808 808 4994  
themix.org.uk



### 4. Get specific advice

#### Childnet

From screen time and cyberbullying to gaming, we have practical advice on key topics.

[childnet.com/parents-hot-topics](http://childnet.com/parents-hot-topics)

#### Digital Parenting

Free online magazine, resources and articles on online issues.

[vodafone.co.uk/digitalparenting](http://vodafone.co.uk/digitalparenting)

#### Ask About Games

Advice and online guides about gaming and PEGI age ratings.

[askaboutgames.com](http://askaboutgames.com)

#### Phone Brain

Information about paid for services such as premium rate numbers and in-app purchases.

[phonebrain.org.uk](http://phonebrain.org.uk)

#### Get It Right From A Genuine Site

Find out which sites are legal for streaming and downloading films, music & games.

[getitrightfromagenuinesite.org](http://getitrightfromagenuinesite.org)

### 5. Make a report

#### Child Exploitation and Online Protection Command (CEOP)

A police agency tackling child sexual abuse and online grooming. Their two websites include an online reporting tool and advice and activities for parents and children.

To make a report:

[ceop.police.uk](http://ceop.police.uk)

For advice & activities:

[thinkuknow.co.uk](http://thinkuknow.co.uk)

#### Internet Watch Foundation

(Part of UK Safer Internet Centre)

The IWF work to remove online images and videos of child sexual abuse. Their online reporting tool can be used to anonymously report criminal content of this kind.

[iwf.org.uk](http://iwf.org.uk)

#### Report Harmful Content Online

(Part of UK Safer Internet Centre)

Advice on how to respond to harmful content online, this tool also allows visitors to query inadequate reporting responses from other services.

[reportharmfulcontent.com](http://reportharmfulcontent.com)

#### True Vision

Information about hate crime and incidents and advice on how to report it in England, Wales and Northern Ireland.

[report-it.org.uk](http://report-it.org.uk)

#### Action Fraud

National reporting centre for fraud and cybercrime in England, Wales and Northern Ireland.

[actionfraud.police.uk](http://actionfraud.police.uk)



Want to stay up to date?  
Sign up to our newsletter at [www.childnet.com](http://www.childnet.com)

[@childnetinternational](https://www.facebook.com/childnetinternational)  
[@childnet](https://twitter.com/childnet)

# Let's talk about life online

Advice and conversation starters for  
supporting your child to stay safe online

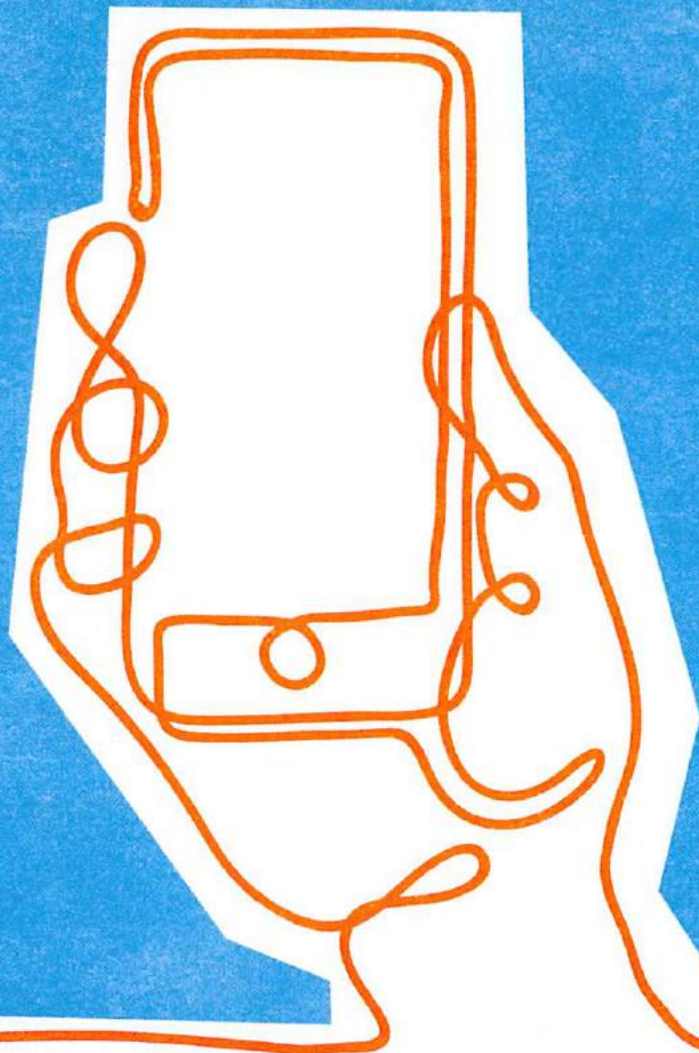


Co-financed by the European Union  
Connecting Europe Facility

Copyright © 2019 Childnet International  
Childnet International is registered as a charity in the UK no. 1080173  
[www.childnet.com](http://www.childnet.com)

V.07.19





## Supporting your child to be happy and healthy online

As a parent or carer, the best tool to support your child in leading a safe and positive life online is open conversation.

This leaflet includes practical advice and conversation starters to help you discuss the online world with your child.

Whether you are approaching these conversations for the first time, or you have already made a start, this advice can help you to support your child to use technology in a happy and healthy way.

This advice is part of Childnet's Parent & Carer Toolkit, designed to guide you in supporting all aspects of your child's online life. It also includes our Family Agreement and Parents & Carers Resource Sheet.

Find the whole toolkit at [childnet.com/parents-toolkit](http://childnet.com/parents-toolkit).

## Start with the positives

The internet can be a fantastic place for children, providing them with exciting opportunities. Talking about the positives of going online, keeping the conversations broad and valuing your child's opinion shows that you are interested in all aspects of their online world. Remain open-minded, and remember children use the internet differently to adults. To be dismissive of online apps, games or trends may put off your child from continuing any conversations.

Encouraging your child to discuss what they enjoy about going online can be a helpful bridge to talking about safety messages and more difficult issues in the future.

## Working together

Get your family together to discuss how you use technology and what you use it for. Come to a joint agreement on using it safely and responsibly, and work together to set clear expectations and boundaries. Let your child know what they can do if anything happens online that is worrying, upsetting or confusing, and remind them they can always talk to you about anything.

Make discussions with your child about their online experiences a regular part of family life. If your child mentions something you haven't heard of, ask them to show you, or explain in more detail. You could also do your own research, and discuss ways you can support your child to use technology safely together.



Use the Childnet Family Agreement to guide discussions around your family's internet use. Download a copy at [childnet.com/family-agreement](https://www.childnet.com/family-agreement).



### Have a chat...

What makes you happy when you use technology?

How do you find videos/profiles/games you like online?

What is it that you like about this....? (e.g. app/website/game)

### Talk it over...

Are there any updates/new features to your favourite apps/games? Can you show me how they work?

What can we do as a family to help keep each other safe online?

What would you do if...? (e.g. you watched a worrying video, you were sent a mean message)



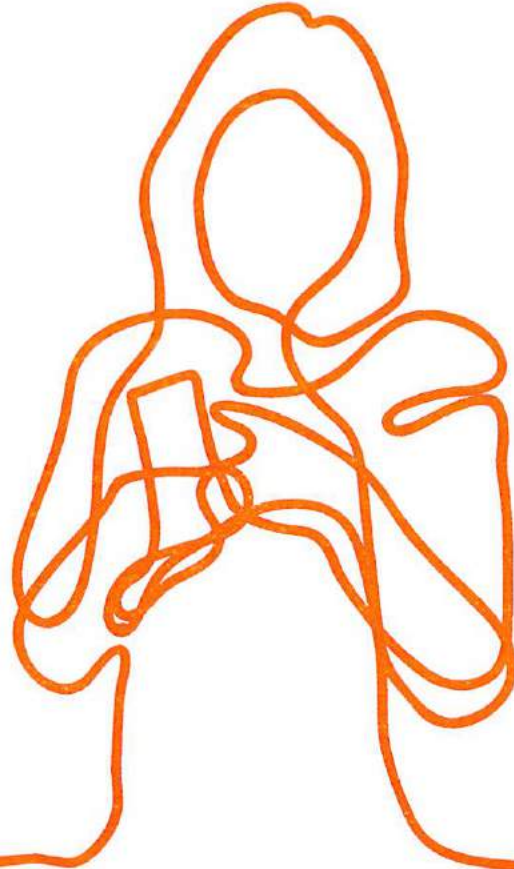
## Keep it relevant

As they get older, children will use technology and the internet differently. The challenges they may face will change too. To get a sense of how much they know and what support they still need, ask open-ended questions to let your child lead the conversations you have.

Consider the purpose of any discussion you start with your child, and use this to guide the direction it takes. There are appropriate ways to approach all online safety topics with different ages. For example, with a teenager, nude images can be spoken about in wider conversations around consent and healthy relationships. For younger children, you could discuss what types of images are okay to share online, and what areas of our bodies are private.



You can find guidance on how to address different topics with children of all ages at [childnet.com/parents-hot-topics](https://www.childnet.com/parents-hot-topics).



## Tackling difficult conversations

Often, difficult topics of conversation can be planned for, but with online content being so accessible, occasionally they can be needed earlier than anticipated.

Seek support and information so that you feel prepared. This could be from family, friends, school staff, websites or helplines. Choose a time your child is relaxed, with no distractions nearby such as technology or siblings. Plan what you want to say, and consider how your child might react to keep the conversation calm and positive.

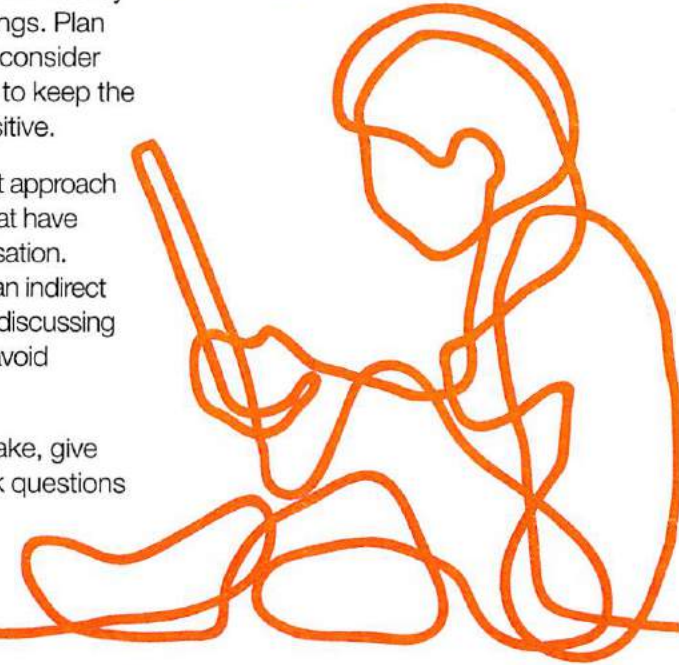
You may wish to take a direct approach and explain the concerns that have led you to start this conversation. Alternatively, you might feel an indirect approach is more suitable - discussing young people in general to avoid additional pressure.

Whichever approach you take, give your child time to think, ask questions

and share their thoughts without interruption or blame. Listen carefully to any confusion or concerns. Reassure them you are always there to help and even if you don't know the answers, you can find these out together.



You can find helpful links to advice on difficult topics at [childnet.com/have-a-conversation](https://www.childnet.com/have-a-conversation).



### Why not try...



How do you spend your time online?



What have you heard about... online?  
(e.g. sharing photos, bullying)



What worries you about life online?

### Open with...



I'd like to talk about... with you, but first I'd like to hear your thoughts about it.



What do you think young people your age think about...?



Are there any questions you want to ask me about...?

# What if something goes wrong?

If your child comes to you with a concern, try to remain calm and curious, rather than furious. Avoid blame or criticism, as this may close down the conversation if your child feels they have done something wrong or they are in trouble. Instead, remain non-judgmental, acknowledge the challenges they have overcome, and thank them for telling you.

If you find out your child is dealing with a worrying situation online, but is unwilling to speak about it, reassure them you want to help make things better. Avoid pressuring them to speak before they are ready. Gently try some broad questions to open up a dialogue, and give them plenty of time to answer.

It's okay if you are unsure what to do next, the important thing is to let your child know you are there for them. There is a lot of further support out there to help you decide on your next steps.



You can find helpline numbers, further advice and information on reporting at [childnet.com/parents-help](https://www.childnet.com/parents-help).



## Let's talk...



I can see that something is worrying you, can I help?



Can we talk about ....?  
Remember, I'm always here to help no matter how big the problem might feel.

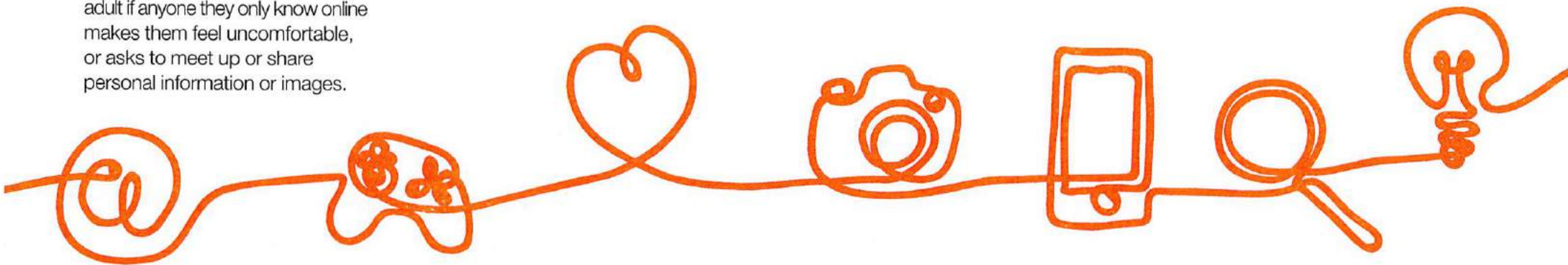


Can you explain to me how it happened so we can fix the problem together?

# 10 Key messages to share with your child

However and wherever you have a conversation with your child, here are 10 top tips you can share to support them in staying safe online.

1. "You can always come to me if you need help." This is the most important thing to let your child know, and a way to give them confidence to speak to you when they need support.
2. "What would you do if this happened...?" Give your child strategies to deal with upsetting experiences online.
3. "Remember that not everyone is who they say they are online." Remind your child to always tell an adult if anyone they only know online makes them feel uncomfortable, or asks to meet up or share personal information or images.
4. "Keep your personal information safe, and other people's too." This includes full names, contact details, and real-time locations.
5. "Be respectful to others online." Remind them if it's not okay offline...
6. "Think before you post." Help your child to be aware that their online actions can have consequences for themselves and others.
7. "Remember to ask if it's okay." Asking for, and receiving permission from others online is important before sharing images, adding people into group chats, etc.
8. "Remember not everything is true online." Help your child to be a critical thinker to find accurate information.
9. "The things other people post online might not always show what their life is really like." Reassure your child that nobody's life is as perfect as it may seem online, and judging yourself against other's online lives isn't a fair comparison.
10. "Recognise how going online makes you feel and take a break when you need to." Your child may need support in doing this, such as timers and reminders.



# HEY, FAMILIES OF ENFIELD!

Want to make healthy habits together as a family (and have fun doing it?)

We are BeeZee Bodies, and we're here to help improve your family's health and wellbeing. Our team are experts at engaging kids around healthy eating and healthy habits (we've even won awards to prove it!) and now we're offering support to families in Enfield for FREE!

## FREE SERVICES AVAILABLE IN ENFIELD



### Self guided online learning

#### BeeZee Academy

An online portal full of healthy living resources to help you learn about healthy lifestyles at a time that works for you.



### 12 week online course

#### BeeZee Families Live

Fun, interactive webinars led by our expert nutritionists to help your family create healthy habits and routines at home.



### Community groups

#### BeeZee Families

Join us in your local community to learn about healthy living; including cooking lessons and activity sessions.



### One-to-one support

#### BeeZee Lite

A one hour chat with us, to support you with a specific challenge around maintaining healthy habits at home.

#### WHO IS ELIGIBLE?

Families with at least one child who is 5-15 years old, has a BMI > 91st centile and lives/goes to school/is registered with a GP in Enfield...but the whole family is encouraged to participate together!

**SIGN UP TODAY AT**  
**BEEZEEBODIES.COM/FAMILIES**



“ I think BeeZee Families is great and totally worth your time! I became a lot healthier and discovered I love playing Basketball! ”

PRABHUV



STRAND 3 OFFER  
UNIVERSAL TRAINING FOR PARENTS 2022

**MAY** **Recognising Behaviour as Communication**  
**10** **Ages 5-7**

Time: 10-11:30AM

[Click here to sign up](#)

**MAY** **Recognising Behaviour as Communication**  
**19** **Ages 8-11**

Time: 10-11:30AM

[Click here to sign up](#)

**June** **Recognising Behaviour as Communication**  
**07** **in Secondary Aged Students**

Time: 10-11:30AM

[Click here to sign up](#)

**JULY** **What to do if I am Concerned About my Child's**  
**04** **Speech, Language and Communication**

Time: 10-11.30AM

[Click here to sign up](#)

**JULY** **Independence Skills for Children with SLCN**  
**07** **Ages 5-11**

Time: 9.30-11.AM

[Click here to sign up](#)



# Guidance for parents and carers

Supporting  
your child with  
high ability

Hilary Lowe  
NACE Research  
& Development  
Director



# Contents

Introduction.....	01
What does it mean to be “more able” or “exceptionally able”?.....	02
How do you know if you have a more able child?.....	03
Why ability is not enough.....	04
How do schools identify children with high ability?.....	04
Current approaches to educating more able children.....	05
What should schools provide for more able children?.....	06
How to work with your child’s school... ..	07
Overcoming obstacles and difficulties.....	08
How to help and support your child outside school.....	09
Different ages, different needs.....	11
Advice to parents from children.....	12
Glossary.....	13
What support is available from NACE?.....	14

# Introduction

Parents and carers<sup>1</sup> have a lasting impact on their children’s lives. They can have a great influence on their children’s achievement and success through providing early experiences which encourage children to enjoy and develop their learning. By exposing their children to new experiences, by engaging with them through talk and discussion, by giving them encouragement and support, parents enhance their children’s ability to think creatively and critically, and stimulate their curiosity about the world.

Parental support is one of the most important factors in a child’s success in school. Children whose parents are interested and involved in their education – for example, by supporting their learning at home and working with the school – do better academically and socially. This is true for all children, but parents sometimes find it difficult to know how to best support a child who has a special need or exceptional abilities. What they can do, however, makes a big difference, and this NACE Essentials guide aims to help parents provide that support.

Being the parent or carer of a more able or exceptionally able child can be both a delight and a challenge. In some cases that challenge can last well into adolescence, when peer pressure, personal identity crises and an exceptional intellect or precocious talent can lead to tensions and conflict.

Living with a more able child can raise many questions for parents and the rest of the family. A parent’s responses to a child’s exceptional needs will, to a large extent, depend on the parent’s values, their own experiences of education, and what they believe about their own abilities. But it is important that parents and carers think through their response, in order to support their child to develop and express their ability, to find balance, emotional harmony and personal fulfilment – and to live as a child.

This NACE Essentials guide will provide answers to some of the most common questions about caring for and supporting a more able child:

- What does it mean to be “more able”?
- How do you know if you have a more able child?
- How do schools identify children with special abilities?
- What is the current approach to children with high ability?
- What should schools provide for more able children?
- What information about your child and the school’s provision can you expect to be given?
- What questions could you ask of the school?
- How do you overcome barriers and difficulties?
- What can you do to help your child at home?

In addition, the guide includes a glossary of words frequently used when discussing the education of children with high ability.

<sup>1</sup>This guide is intended both for parents and other carers; where we refer to “parents”, this should be read as applying to both parents and others with similar responsibilities.

# What does it mean to be “more able” or “exceptionally able”?

This section will help you understand what educators mean when they designate groups of children as “more able” or “exceptionally able”, and familiarise you with the range of terms often used to describe such children.

Not all schools or teachers use the same words to describe children with high ability. You may come across many different terms to describe children who have advanced or exceptional abilities. Some terms are used with the intention of distinguishing between different degrees of high ability or special talents, e.g. “able”, “very able”, “exceptionally able”, and some terms are used more indiscriminately. Some are used to avoid what might be perceived as an elitist way of describing children, and some are used to try to avoid excessive labelling.

Currently Ofsted uses the term “more able” and sometimes “most able” to describe the majority of children who display abilities and talents in advance of their peers. For a small number of pupils, the term “exceptionally able” is used to describe those who have the capacity to achieve or perform at the very highest levels. The Welsh government has used the terminology “more able and talented” (MAT) but now uses that terminology less frequently.

NACE uses the terms “more able” and “exceptionally able”. NACE also believes that many more children than are traditionally labelled as more able can benefit from opportunities which challenge and engage them, leading to raised achievement and greater expectations of themselves and their futures.

Definitions of children and young people with high ability have included those who have one or more abilities developed to a higher level significantly ahead of their year group, or the potential to develop these abilities. These abilities might be within one or more areas, such as mathematics, English, science, history, sport, music, design or creative and performing arts. Some learners are more able across a great many subjects.

Some schools still distinguish between “more able” and “talented” (using terminology from previous government policies in this area), but this should not, and often does not, restrict a school’s approach. Some pupils will be capable of success across a wide range of subjects/fields, and school systems should not be a reason for limiting these achievements. Children also develop at different rates and may have strengths in some areas, while at the same time having areas which need support and intervention to develop.

**As a parent or carer, it is worth asking teachers to be clear about what they mean when they use particular terms to describe your child.**





## How do you know if you have a more able child?

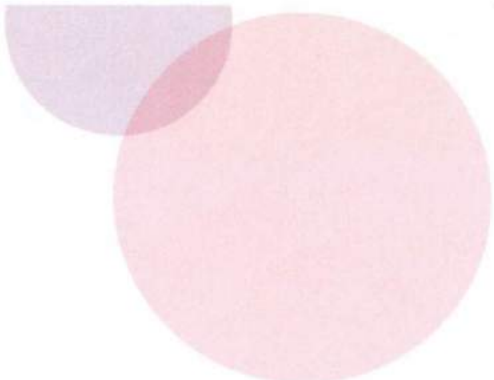
This section will help you to recognise what may be the signs of high or exceptional ability in your child. Many factors are at play which may disguise advanced abilities or lead to premature judgements about talents and abilities which may not in the end materialise. Children may also exhibit special abilities in one or more areas – and not just in the traditional academic disciplines.

With very young children in particular, it is difficult to assess high ability and certainly unwise to label them as “gifted” – see NACE’s dedicated guide for parents and carers of highly able children in the early years for more on this. Parents and carers who are aware of some of the signs of potential exceptional talents and ability will feel more able to encourage, nurture and react appropriately to those signs, while always treading cautiously with regard to “giftedness” in young children.

What are some common signs of advanced development in young children? The following characteristics (taken from a number of research reviews) are not necessarily proof of high ability, but they may alert parents and carers to the need to enquire further.

### A more able child may:

- Be a good reader;
- Be very articulate or verbally fluent for his/her age;
- Give quick verbal responses (which can appear cheeky);
- Have a wide general knowledge;
- Learn quickly;
- Be interested in topics which one might associate with an older child;
- Communicate well with adults – often better than with their peer group;
- Have a range of interests, some of which are almost obsessions;
- Show unusual and original responses to problem-solving activities;
- Prefer oral to written activities;
- Be logical;
- Be self-taught in his/her own interest areas;
- Have an ability to work things out in his/her head very quickly;
- Have a good memory;
- Be artistic and/or musical;
- Excel at sport;
- Have strong views and opinions;
- Have a lively and original imagination/sense of humour;
- Be very sensitive and aware;
- Focus on his/her own interests rather than on what is being taught;
- Be socially adept;
- Appear arrogant or socially inept;
- Be easily bored by what they perceive as routine tasks;
- Show a strong sense of leadership.



Louise Porter, who has researched and written widely about more able young people, suggests that observation of some of the following areas may allow parents and carers to make tentative judgements about a child’s potential:

- Thinking skills, e.g. developing faster than would be expected of children at that age; quick and accurate recall; understanding of abstract concepts;
- Motor abilities, e.g. early awareness of left and right; ability to put together new or difficult puzzles; ability to make interesting shapes or patterns;
- Speech/language skills, e.g. early comprehension; ability to modify language as appropriate; advanced vocabulary;
- Social skills, e.g. bringing their experience to their play; leadership skills; early interest in social issues;
- Emotional and behavioural characteristics, e.g. very sensitive, intense and responsive; perfectionist; nonconformity.

## Why ability is not enough

Success in school and in life is not down to ability alone. Likewise, personal fulfilment and professional success are rarely due to one factor alone. We know that self-confidence and self-belief, determination, willingness to work hard and personal motivation are very important. Opportunities to find out what you're good at, to know what future opportunities are open to you, and the encouragement and support of others are also vital. Parents and carers can provide some if not all of these.

Success emerges from a constellation of:

- Opportunity;
- Ability in specific areas;
- General intellectual ability;
- Positive external factors, e.g. family, school;
- Persistence;
- Self-esteem and self-belief.

Research converges on the conclusion that, while people do differ in talent and ability, great accomplishment is typically the result of years of passion and dedication, and not something that flows naturally from a "gift".

The research of Carol Dweck, a US professor of psychology, indicates that one's own attitudes towards "ability" and "effort" can influence achievement. She observes:

- Many people assume that possessing high ability – along with confidence in that ability – is a recipe for success.
- Praising children's innate abilities reinforces this mindset, which can in fact prevent them from living up to their potential.



In one study, several hundred secondary students were given 10 problems, on which most did fairly well. Some were praised for their "intelligence", while others were commended for their effort – "*That is a good score; you must have worked really hard.*" The children praised for their intelligence shied away from more challenging assignments, while those praised for their effort did not lose confidence when faced with harder questions from which they would learn.

Studies show that teaching children to have a "growth mindset", which encourages a focus on effort rather than on intelligence or talent, can help their development as high achievers in school and in life.

## How do schools identify children with high ability?

It is up to individual schools to decide how best to identify their more able learners. This is a complex matter and very much a whole-school issue, which should be discussed and agreed by staff. NACE provides guidance and resources to support schools with this process.

It is important to use a range of methods, which look beyond test results and teacher assessment, to identify the more able. The main point is to provide sufficient opportunities for more able children to reveal, and then develop, their abilities.

The majority of schools use some or all of the following:

- Nomination of pupils by their teachers through professional judgement;
- Checklists of general or subject-specific criteria indicating high ability;
- Testing of attainment and ability;
- Assessment of children's work;
- Information provided informally by pupils about other pupils;
- Discussions with children;
- Information from parents;
- Referrals from other sources, e.g. sports coaches, local clubs etc.

## Current approaches to educating more able children

The education of children deemed to have exceptional abilities and talents is not a simple matter. In recent years, more attention has been given to these children, alongside a greater acceptance that so-called “inclusive education” really should include all children. There is growing evidence that paying attention in schools to the educational and social needs of more able learners has a “rising tide” effect on the achievement of all children – in other words, it is good for everyone to increase the opportunities for all children to show what they can do when they are really challenged. This is very much reflected in the experience of the schools NACE works with.

National policy for the education of more able learners has been through a number of iterations in recent years. This includes a period when high ability was very much a formal policy focus. Currently, attention to the more able is integrated within the broader school improvement and “levelling up” agendas; reforms to curriculum, assessment and accountability within the Ofsted Inspection Framework requirements; and school performance data. Inspectors scrutinise and report on the quality of schools’ provision and outcomes for all learners and this will include those with high prior attainment. Many Ofsted reports include observations about the quality of teaching and learning in relation to more able pupils. (For the latest Ofsted reports, visit [www.watchsted.co.uk](http://www.watchsted.co.uk).)


Many schools have a policy for addressing the needs of more able learners, or their needs can be addressed within a specified section of the teaching and learning policy – increasingly through an approach of trying to ensure challenge for all pupils within the curriculum offer, day-to-day teaching, and extracurricular and enrichment activities. Some schools are also using tools such as the NACE Challenge Framework to review and improve their provision, and a growing number of schools in a range of contexts and phases have gained the NACE Challenge Award as a kitemark of high-quality provision for more able learners (read more in the green box on the right).

There is no national requirement for schools to keep a register of more able pupils, although national datasets make reference to a specific cohort of “high attainers”. Neither is there a specified official terminology. NACE uses the term “more able” for such pupils.

Some schools nominate a member of staff to take lead responsibility for the education of more able learners. It is important that all schools monitor the progress and wellbeing of this group of children. Again, this is good practice rather than a national policy.

NACE strongly recommends that a member of the school’s senior leadership team takes overall responsibility for the education of the more able. In addition, the appointment of a lead practitioner or coordinator enhances the school’s capacity to develop outstanding practice and provision for the more able.

The lack of a lead practitioner or coordinator does not mean that schools do not make good provision for more able pupils. However, schools are encouraged to have a named person with responsibility or oversight for pupils with high ability. In some cases, schools will also have a named governor for overseeing and monitoring the school’s policy for more able learners.



**NACE Challenge  
Development Programme**

The NACE Challenge Development Programme gives schools a clear, rigorous structure to help them ensure they are meeting the needs of more able learners. Many schools working with this programme choose to apply to gain the NACE Challenge Award. This award recognises that the school has developed high-quality provision for more able learners, who achieve well as a result. The award is given after a rigorous assessment process, conducted by an external assessor against the criteria of the NACE Challenge Framework and an audit day in the school. To find out more, and for a map showing schools that have attained NACE Challenge Award accreditation, visit [www.nace.co.uk/challenge](http://www.nace.co.uk/challenge)

## What should schools provide for more able children?

There are three key areas in which schools should concentrate their support for more able children: the quality of teaching and learning in class, educational opportunities provided beyond the classroom, and attention to the social and emotional welfare of the child. To the right are examples of what you should expect to see in each area.



### In the everyday classroom

Tasks and activities which “extend” or “enrich” your child’s learning; opportunities to develop independent learning skills, and to think hard; marking and assessment which helps the child to improve to the level expected; appropriate homework; challenging options, including subject choices in secondary school. First and foremost: high-quality teaching and resources.

### Beyond the classroom

You should expect the school to offer extracurricular activities for more able learners and opportunities to experience learning they may not be able to have in school or at home, e.g. masterclasses, competitions. The school should also be able to point you in the direction of further resources and opportunities for children.

### Social and emotional support

Most schools are sensitive to the social and emotional needs of children and have well-developed support systems in place, but sometimes more able children need particular types of support and attention. Discuss with your child’s teacher what they can do, if you have any concerns.



# How to work with your child's school

## What information can you expect from the school?

All parents should expect to know from the school how well their child is progressing. You should expect the school to let you know if it thinks your child has exceptional ability in one or more areas, what your child can be expected to achieve, and what the school will do to support their progress. Now that National Curriculum levels are no longer used, it is important that parents understand what terminology is being used by schools to express progress and attainment (e.g. "exceeding expectations", "higher achievement" in national tests).



Most schools will have a policy outlining how they identify and cater for more able learners. It is not a requirement for a school to have such a policy, but it is considered good practice. As a parent, you are entitled to view school policies; they are public documents. Some schools have produced written guidance for parents in the form of a pamphlet, though again this is not a requirement. Other schools have information in their school brochure and/or on their website.

Ofsted reports are a useful source of information about a school and will often specifically mention "more able" in primary schools and "most able" in secondary schools. The school's prospectus and/or annual report should contain information about its approach to more able pupils.

Schools should share with parents what terms they use to talk about more able pupils, what they mean by the terms they use, and how they identify the children they believe may be within this group.

The most important thing, of course, is what the school is doing to support those children.

## What questions could you ask of the school?

Any concerns or worries that you may have about your child's progress at school should in the first instance be directed to the class teacher. You may wish to approach this sensitive matter by outlining what your concern is, explaining any changes you have noticed, and asking what steps the school will take and what you can do. Try to remain objective and calm during the discussion. You could use the following suggestions when having conversations about your child – when attending a parents' session, or in additional meetings.

- How can I help?
- Do you think my child has exceptional abilities or talent?
- Do you operate any form of setting, special grouping or acceleration (moving more quickly through classes) for exceptionally able children?
- How well can I expect my child to do?
- How is my child's progress being monitored?
- What will be different about the kind of work you might expect my child to do?
- I think my child has exceptional abilities – how can I expect the school to support my daughter/son/us?
- How is my child doing against national benchmarks?
- How will you keep me informed about my child's progress?
- What further advice and guidance is available for parents/carers?
- What advice and guidance is available to more able learners about subject options, examinations and careers?

# Overcoming obstacles and difficulties

The table to the right shows some of the biggest obstacles parents and carers may face when communicating effectively with their child's school, and ways in which these can be overcome.

Obstacle	Possible solution
Differences in opinion about your child's ability	Give specific examples of what your child can do (unaided), and ask the school to say how well they think the child is doing against national norms. Ask for specific examples of the work your child is expected to do. Ask for a second opinion if necessary.
Lack of knowledge and understanding about the school system	Consult the Department for Education website, resources in the local library, find out if the school has a parents' forum. Talk to other parents, older students, or children of friends.
Difficulty in visiting the school because of work or childcare commitments	The school should be able to offer you alternative appointments, email contact or sometimes a home visit or remote (online) meeting.
Anxiety about contacting or visiting the school, for example because of your own school experience	See above. You could also take a friend with you to the school, see a named teacher you know, meet outside school, or attend a school social event where you can "blend in". Prepare what you want to say and get out of a meeting with teachers. Try to see beyond your own personal experience.
Language barriers	Contact the local community association to see what translation/interpretation services are available. Many councils and schools offer literature in community languages.
Different cultural norms and expectations	Discuss with a senior staff member to share any concerns, ask why certain things are done in school, try to be open to new ideas.

## How to help and support your child outside school

The biggest contribution a parent can make to their child's education is to be interested in and appreciate what they are doing, know what they are interested in, and support them in what they do.

This does not mean that you have to be an expert in all school subjects or that you need to be "on their case" all the time. Gentle encouragement, interested questioning, concern when you feel there is a problem, and a habit of showing curiosity about the world yourself are all very important. Talking with and listening to your child are among the most important factors in the development of language.

The following are suggestions which can be very effective, and which you might want to consider, given your knowledge of your own child.

### Developing language

Read with your children, and to them, as often as possible, even if they are already good readers. Able children enjoy learning new words – so have a new word of the day or week at home. Puzzles, crosswords, logic games, word games, card games and board games all help to develop thinking skills and social interaction. Or you could try learning a whole new language together.

### Extending knowledge of the world and encouraging discussion

Talk through your day and your child's day, and encourage active family discussions. Discuss the news and introduce an interesting fact or topic of the week. Give children a broad range of experiences, e.g. visiting exhibitions, listening to music, eating different food.

### Developing a range of skills and a balanced perspective

Do not always focus on your child's obvious skills; encourage them to sample new activities. Encourage physical activity to develop coordination and general fitness. Praise and value effort and persistence, not just achievement.

Sometimes the most effective support a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure s/he has the space and free time in which to play, experiment and develop hobbies and interests of his/her own. It is also important to complement what is done at school, and not simply replicate what goes on in school.

“ Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment... In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of school.

Professor Charles Desforges



## Sporting, creative and musical talents

Children who have talents and interests which require them to undertake frequent practice, compete and participate on a very regular basis, inevitably have to juggle these with school demands. Parents can work with the school to plan how best to manage these tensions without compromising their child's hopes of academic success.

It is important that all options are kept open for more able children, so that they can make appropriate and realistic choices about their future. Sometimes schools may not be aware that a pupil has a demanding out-of-school interest, so communication is important between teachers, parents and the child.

## Social and emotional needs

Parents and carers know that children are first and foremost children in all respects. This means that they have the social and emotional needs of children. More able children need what other children need, but there may also be some areas in which they can benefit from particular attention, care or support.

The following advice is based on research into the social and emotional needs of more able learners:

- All children, including the more able, have a unique profile of talents, abilities, strengths and relative weaknesses.
- All children, including the more able, need to develop self-esteem and confidence, to be given praise and encouragement. Children need to know that parents are proud of who they are and not what they achieve. Their ability should not become the centre of the relationship between parent and child.
- Children need to be allowed to fail and make mistakes, and to develop strategies to cope with not getting it right all the time.
- More able children can sometimes be self-absorbed, and may need to be encouraged by parents to appreciate and listen to the views of others and learn to interact with others.
- It is important to be aware of the needs and talents of other children in the family.





## Different ages, different needs

Age range	Needs	Challenges
Very young children <sup>2</sup>	A balance of stimulation, play, enjoyment, independence and safe parameters. No fixed judgements about “giftedness”. The ideas and information they encounter must be suitable for their stage of emotional growth.	The advanced development of some children – for example in language and reasoning, and in particular interests – may lead to isolation from peers. Parents may need to help their child to form and manage friendships. Children may be demanding and sensitive “beyond their years”; parenting will require firm but loving management.
Primary-age children	Like all children, very able young ones need to feel safe, valued and loved – and able to give love. At this age they will spend much more time in school, therefore parents need to work with teachers to support progress and confidence building.	Parents whose child’s development is unusual may be unsure how to provide for their needs or manage their relationship.
Older children/ adolescents	This age-group needs a balance of challenge (and chivvyng), support, trust, space and freedom to develop their own individuality and direction.	Adolescents may be caught between their developing sense of self, the pressure of peers, and the emotional and physical demands of growing up. They may also be subject to negative views of academic success or “not cool to be bright” syndrome. Sometimes children who seemed destined for great success do not always fulfil an earlier promise, or may not be willing to expend the amount of effort and commitment needed to achieve their full potential.

<sup>2</sup>See also our *guide for parents and carers of more able children in the early years*.

### Listening to your child

Responding is one thing, but listening is vitally important if parents and children are to learn from one another – that means children listening, as well as parents!

Children need respect: respect for their uniqueness, respect for their opinions and ideas. Children also need to know that their uniqueness is cherished and that they are appreciated just for being themselves.



# Advice to parents from children

A project on exceptionally able children involving NACE researchers asked students what advice they would give to their parents/carers. They said that a supportive parent was one who:

Trusts our judgements and lets us make our own decisions

Doesn't try to push us in the "right" direction

Doesn't put too much pressure on us

Recognises our need for our own space

Makes time to listen and to talk

Doesn't compare us with our siblings or friends, and treats us as an individual

Is supportive and encourages us

Allows us free time to do our own thing

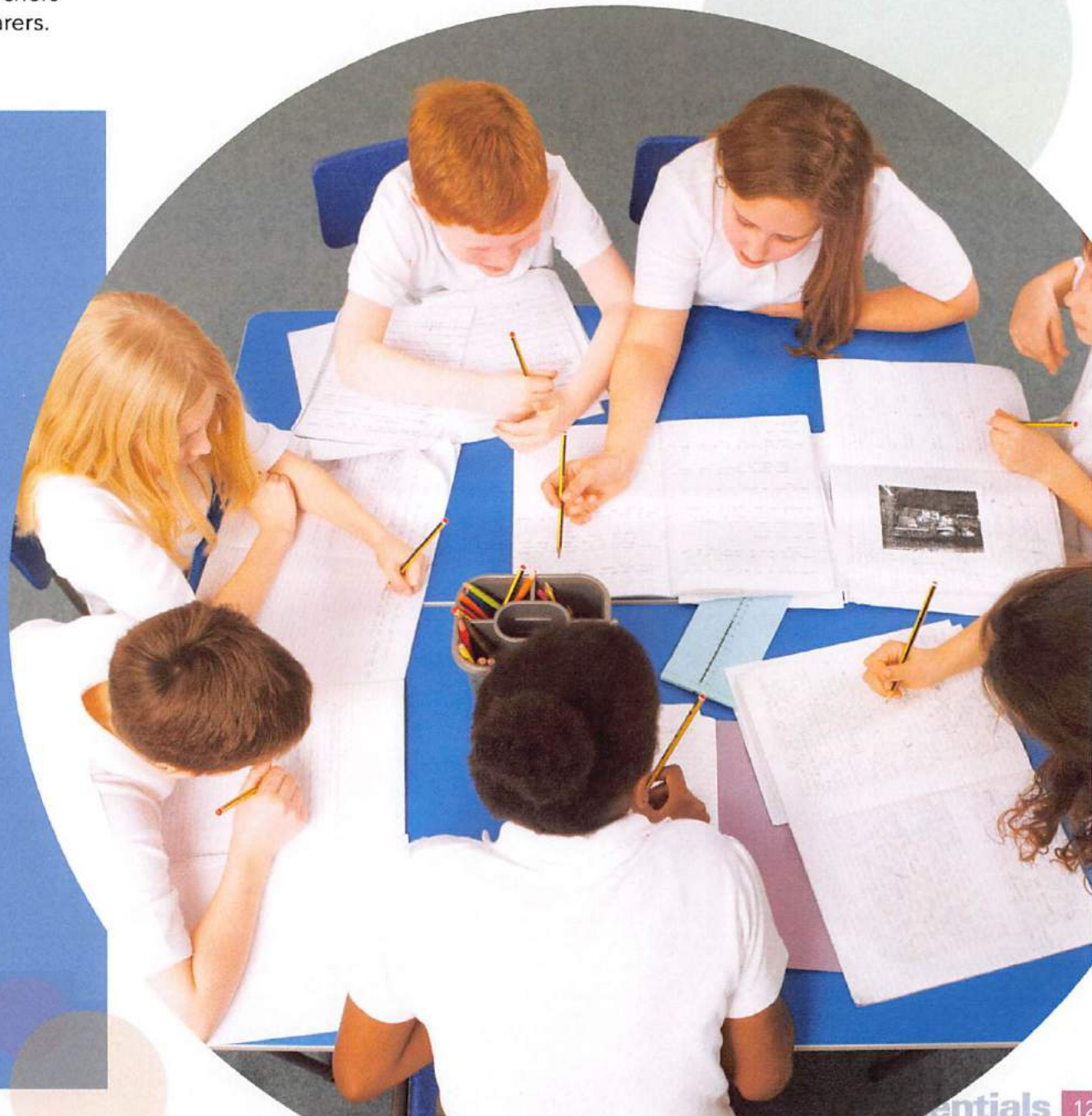
Takes an interest in our work and hobbies

Tries to help when help is needed

Tries to keep us motivated

Recognises and values our abilities

Can't predict our future!



# Glossary

As in all professions, education abounds with jargon – usually (but not always!) useful to those who work in education, but often off-putting and impenetrable to those who don't, including parents.

The kind of language used to describe different aspects of learning for different kinds of pupils is worth knowing, as it enables parents to ask the kinds of questions they need to – and to decode the responses.

The following glossary covers the most common terminology in use.

## Accelerated learning (or acceleration)

This may involve increasing the pace of learning or moving faster through curriculum content. More able learners may, in some instances, take examinations earlier than usual or move into an older age group for one or more subjects.

## Attainment

Attainment refers to the level or standard of a learner's work as demonstrated by some kind of test, examination or in relation to a predetermined expected level. In UK schools, the common measures for attainment are Standard Attainment Tests (SATs) and public examinations such as GCSEs. The emphasis here is on how learners perform when tested.

## Achievement

Like attainment, achievement refers to the success of a learner, but also takes into account the progress made and improvements demonstrated across time. The notion of added value over a term, year or key stage is part of the equation here, not merely the summative test scores.

## Assessment for learning

This means giving ongoing – or formative – assessment to improve pupils' understanding and the quality of their work, based on how well they are doing in a particular aspect of work or a task. This may happen in class through discussions or through written comments on work. It contrasts with "summative assessment", which is applied at the end of a significant period of learning or schooling (e.g. GCSEs) and gives an indication of performance against national or "normative" criteria.

## Differentiation

This means a teacher differing or adapting learning objectives, tasks, the level of support or resources and/or the assessment given to a pupil to reflect perceived needs/ability.

## Extended learning (or extension work)

Extended learning means deeper learning, more complex in content, concepts or tasks (not more of the same). Extension may involve, for example, approaches which prioritise high-level reasoning, problem-solving and critical thinking. Extension will also involve dealing with advanced subject knowledge and ideas.

## Enriched learning (or enrichment)

This involves additional, broader and qualitatively different learning which may include greater depth or complexity. It may involve learning with experts in the field (i.e. through "masterclasses"), learning in real situations, and/or learning in a different context from that of school.

## Cognitive ability tests (CATs)

Cognitive ability tests assess a range of reasoning skills, covering verbal reasoning, quantitative reasoning and non-verbal reasoning.

Verbal reasoning assesses reasoning processes using the medium of words (e.g. opposites, relationships, deduction and categorisation). It is not an assessment of reasoning with words, nor wider language skills such as speaking, listening or writing. Quantitative tests follow the same process, using numbers in place of words. Non-verbal tests look at reasoning processes using shapes and figures.

A mean average of 120+ (or such a score in any one of the three tested categories) is a high score and will indicate a child who is in the upper quartile of ability. Tests of course are only one indicator, and may be flawed for a number of reasons.

## Learning objectives

The knowledge and skills the teacher wishes pupils to acquire in a lesson or series of lessons. Learning *outcomes* are what the pupil will be able to do as a result of the learning.

# What support is available from NACE?

An independent charity founded in 1983, the National Association for Able Children in Education (NACE) works with member schools, education leaders and practitioners to improve provision for more able learners, driving whole-school improvement and raising achievement for all.

NACE believes that all children and young people, regardless of background, should be recognised and have the opportunity to realise their potential. We work with schools and academics to develop and raise awareness about research and evidence that supports effective provision for more able learners. Grounded in this research and evidence-based practice, we offer practical resources, guidance, training and consultancy to help schools review and improve the quality of policy and provision for more able learners within a context of challenge and high standards for all.

Your child's school can access our support by:

- Becoming a member – providing year-round access to our library of online resources, recorded training webinars and more;
- Working with us on training for school staff – we offer bespoke live sessions, online or in school, as well as on-demand recorded sessions;
- Participating in the NACE Challenge Development Programme – a comprehensive programme which supports schools to develop high-quality provision for more able learners, and can lead to NACE Challenge Award accreditation.

If your child's school could benefit from support in this area, please ask them to visit our website ([www.nace.co.uk](http://www.nace.co.uk)) or contact us at [info@nace.co.uk](mailto:info@nace.co.uk) / 01235 425000.

A selection of free sample resources is also available for schools to download at [www.nace.co.uk/sample-resources](http://www.nace.co.uk/sample-resources)



## References

Desforges, C., and Abouchar, A. (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review*. Department for Education and Skills.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

Lowe, H. and Mordecai, S. *Understanding the Challenge of the Exceptionally Able Learner*. DfES Independent / State School Partnership Project

Porter, L. (2005). *Gifted Young Children: A Guide for Teachers and Parents*. Routledge.

Stopper, M. (Ed.) (2000). *Meeting the Social and Emotional Needs of Gifted and Talented Children*. Taylor and Francis.



Guide author  
& series editor  
**Hilary Lowe**

*NACE Research &  
Development Director*

Well-respected in the field of more able education, Hilary Lowe has written, advised and presented widely in the field. Her career spans senior posts in comprehensive schools, teacher training and university lecturing. She has served as Associate Dean at the Institute of Education, Oxford Brookes University, and as Director for the Excellence in Cities National Training Programme for Gifted and Talented Coordinators. She has also been a member of several education advisory groups, and has designed national training and guidance materials.

As NACE Research & Development Director, Hilary plays a leading role in NACE's research initiatives, resources, training and publications, as well as contributing to the charity's wider development.

NACE has also developed a guide specifically for parents and carers of children in the early years foundation stage (EYFS), covering learning and development from birth to age five. This is available to download for free at [www.nace.co.uk/parents-carers](http://www.nace.co.uk/parents-carers)



© Published by NACE June 2017.  
Second edition April 2022.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of NACE.

For information or further copies of this publication:

Horticulture House, Manor Court,  
Chilton, Didcot OX11 0RN  
01235 425000  
[info@nace.co.uk](mailto:info@nace.co.uk) | [www.nace.co.uk](http://www.nace.co.uk)  
Registered charity no. 327230  
Company no. 06604325

**nace**   
National Association for Able Children in Education