

# Newsletter 6<sup>th</sup> February 2026

Dear Parents and families,

Well done to our Year 6 class, who have been busy completing their mock SATs this week. These assessments are an important stepping stone, and we have been incredibly impressed by the children's resilience and focus. They approached each test with a "can-do" attitude, and they should be very proud of their hard work.

Last Friday, I set the children a special challenge during our morning celebration assembly. I shared a photograph of a brand-new bird box that Mr Tighe has recently displayed in our playground.

What many might not have known is that we actually have five different varieties of bird boxes installed around the grounds, each designed to attract a specific species of bird. I challenged the children to see if they could spot the two boxes that are visible from the playground during their break times.

I was delighted to see so many children, from Reception right up to Year 6, scanning the trees and eaves with such intensity! By the end of the day, a huge number of children had successfully located both.

The success of the bird box challenge led perfectly into our Monday morning assembly, which focused on Curiosity, one of our core school learning values.

Curiosity is about asking "why," "how," and "what if?" We discussed how being curious isn't just about finding bird boxes, but about:

- \* Asking questions when we don't understand.
- \* Exploring new hobbies or books.
- \* Wondering about the world beyond our school gates.

It was wonderful to hear the children's ideas on how they can stay curious in their lessons this week. A big thank you to Mr Tighe for helping us bring our local nature a little closer to home!

## Year 5 Class Trip to British School, Hitchin

On Wednesday, our Year 5 children traded their modern classrooms for slates and inkwells as they visited the British Schools Museum in Hitchin. This trip is a highlight of their learning about the Victorians, and it certainly brought history to life in a way no textbook can!

The children experienced a real Victorian lesson in the world's last remaining Monitorial Schoolroom. They were greeted by a rather stern schoolmaster (don't worry, it was all in character!) and had to quickly learn the rules of a 19th-century classroom:

Beyond the classroom, the children toured the Headmaster's House, catching a glimpse of domestic life in the late 1800s.

They were fascinated (and a little horrified!) to see the lack of modern technology, from the heavy iron ranges in the kitchen to the outdoor toilets.

It was a fantastic day of "learning through doing," and the children's behaviour was exemplary—even when faced with the threat of the (pretend) dunce cap!



## Coming Up Next week

Next week, we are very much looking forward to welcoming parents and families into school for our Spring Meet the Teacher meetings. These sessions are a vital opportunity to discuss your child's progress and ensure we are all working together to support their journey.

To help prepare for these conversations, copies of your child's mini-report have been sent home today. Please do take a few moments to look through this over the weekend. These reports review the success your child has made toward the targets set in the autumn term and outline new targets for them to work on. They also include important information regarding their attendance, punctuality, homework, and attitude in class.

It is incredibly helpful if you have read this report before your meeting with the teacher so that we can ensure the most productive discussions.

For those children who have a Personal Learning Plan (PLP), a review of their last plan and a copy of their new plan will also have been sent home today. These documents can also be shared and discussed during next week's meetings.

These plans are central to how we ensure every child thrives, and your input is invaluable. Whether it is a small step or a giant leap, we look forward to celebrating those achievements with you.

## Literacy Support and Formal Diagnosis

I would like to clarify our approach to supporting literacy and dyslexia, particularly regarding the framework used across Hertfordshire.

In our county, a child does not require a formal diagnosis to access support. We follow a "graduated response," meaning that as soon as a barrier to learning is identified, we provide intervention immediately. We do not wait for a formal diagnosis to begin helping a child who is struggling.

We subscribe to Literacy Gold, which is a screening tools rather than a full diagnostic assessment. This tool provide us with "actionable data"—identifying whether a child's specific challenge is eye-tracking, auditory memory, or phonics. This allows us to start targeted support instantly.

Hertfordshire County Council does not fund formal diagnostic assessments. Instead, their "Local Offer" ensures all schools are "dyslexia-friendly" by default. Whether a child has a private diagnosis or not, our support remains driven by their practical, daily needs in the classroom.

We monitor every child's progress using the "Assess, Plan, Do, Review" process. If you have concerns about the support a child is receiving, please first speak with their class teacher or arrange a meeting with our SENDCo, Mrs Gill.

## Climate Change Plan

As a school, we are committed to playing our part in protecting the planet for our children's future. You may be aware that the Department for Education now requires all schools to have a formal Climate Action Plan in place. This is a live strategy that focuses on four key areas:

1. Decarbonisation: Reducing our energy use and carbon footprint.
2. Adaptation: Ensuring our school buildings and grounds are resilient to changes in weather.
3. Biodiversity: Protecting and encouraging nature—much like our bird box project!
4. Climate Education: Ensuring our children have the knowledge and skills they need for the future.

To lead this work, we have set up a dedicated Climate Action Team in school. This team works together to set specific goals and ensure that they are actually taking place on the ground. They also meet to update our action plan on a termly basis to keep us moving forward. Our full Climate Action Plan is now available on the school website for you to have a read.

Climate awareness is now a thread that runs through our entire curriculum, from Science and Geography to our weekly assemblies. We want our children to feel empowered rather than overwhelmed by these global challenges.

Last week, Year 3 took this to heart by writing some incredibly persuasive letters to me. They identified areas where they felt we could be doing better—such as reducing single-use plastics in lunchboxes and ensuring lights are turned off when classrooms are empty. I was so impressed by their passion and their practical ideas; many of their suggestions are already being shared with the Climate Action Team!

## After School Enrichment Clubs Next Week

A reminder that as staff will be busy with our Parents' Evenings next week, there will be no enrichment clubs run by school staff. We apologise for any inconvenience this may cause to your after school arrangements.

The after-school provision run by Miss Knott will remain open, though it will be held in the Year 1 classroom on Tuesday and Wednesday. Furthermore, all clubs run by external companies will continue to operate as normal. Thank you for your continued cooperation.

## P.S.H.E and R.S.E Update

As we prepare for the summer term, I would like to invite you to visit our PSHE and RSE Information Table during the upcoming Parents' Evening.

As the school's PSHE/RSE Lead, I am keen to ensure parents feel well-informed and confident about the updated Statutory RSHE Guidance (2026). While these national changes do not become compulsory until September, we are proactively reviewing our curriculum to ensure it continues to meet the needs of our pupils in an ever-changing world.

What you can find at the table:

- New 2026 Guidance: A brief summary of the updated Department for Education requirements, including the renewed focus on online safety, digital wellbeing, and personal safety.
- "Changing Me" Unit: We will have the full scheme of work, lesson plans, and teaching resources available for you to browse. This unit covers how we grow and change, both physically and emotionally, and is always delivered with age-appropriate sensitivity.
- Question & Answer: I will be available to answer any questions you may have regarding terminology, statutory vs. non-statutory content, or how we tailor these lessons for each year group.

We value our partnership with parents and believe that transparency is key to delivering a curriculum that supports your child's development, safety, and happiness.

I look forward to seeing you there.

Anita Guedes Ramirez

## House Points

### This week

First place - Green House - 488  
Second place - Yellow House - 442  
Third place - Red House - 391  
Fourth place - Blue House - 359

### This term

First place - Green House - 2,534  
Second place - Yellow House - 2,458  
Third place - Blue House - 2,278  
Fourth place - Red House - 2,239



## This Weeks attendance %

Wilson Class (Reception)	95.4%
Riley Class (Year 1)	98.3%
Blake Class (Year 2)	97.9%
Morris Class (Year 3)	95.6%
Seurat Class (Year 4)	97.5%
Crosby Class (Year 5)	97.6%
Moore Class (Year 6)	99.3%

Whole School Attendance this week 97.37%  
this term 95.68%



**ComputerXplorers**  
**CODING & TECH CAMP**

£26 AM  
£24 PM  
£48 FULL DAY  
08:30 - 16:30

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**WHAT IS IT?**  
A fun, hands-on tech holiday camp for 5 to 11 year olds with coding, robotics, games, and active play every day.

**WHERE IS IT?**  
Stapleford - SG14 3NB

**WHAT'S ON?**  
Bloxells  
Scratch  
Robotics and Coding  
Game Design  
Minecraft

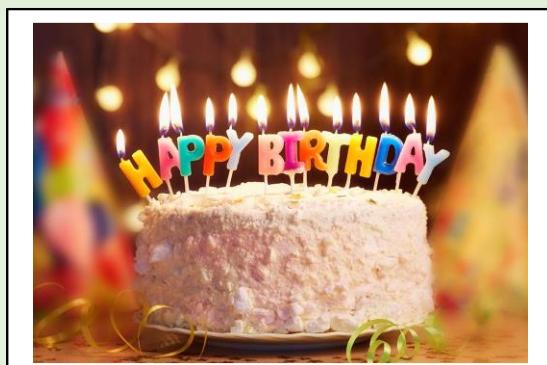
Department for Education

**BOOK ONLINE**



## Birthdays this week

We wish these children a very happy birthday



Charlie C - 31<sup>st</sup> January  
Matisse B - 1<sup>st</sup> February

Great to Be Gold		
<u>Pre Sch</u>	<p><b>Joe</b> - Joe has had a fantastic week this week. He has become a lot more confident around the setting and is exploring independently, getting involved in the activities set out. We are very proud of you.</p> <p><b>Bertie</b> - Bertie has been a super kind friend. He has been helping his peers, showing lots of kindness and doing great sharing with his peers. We are proud of you, keep it up!</p>	<p><b>Bella</b> - Bella has fully submerged into her learning this week, bringing toys from home to show us and join in with our learning activities. We are very proud of you!</p>
<u>Nur</u>	<p><b>Olive</b> - for trying really hard at achieving a personal goal, we are so proud of you Olive! Keep it up!</p>	<p><b>Eesa</b> - for settling really well into Nursery and exploring different areas of the classroom. Excellent Eesa!</p> <p><b>Wilfie</b> - for always showing our great to be gold behaviours and being a fantastic role model to everyone around him. Fantastic Wilfie!</p>
<u>Rec</u>	<p><b>Faye</b> - for showing a love of learning and working to the best of her ability across all areas of learning.</p>	<p><b>Lenny</b> - for showing a love of learning.</p> <p><b>Toby</b> - for working to the best of his ability.</p>
<u>Year 1</u>	<p><b>Cameron</b> - for always being an outstanding role model.</p>	<p><b>Lynette</b> - for always being well mannered.</p>
<u>Year 2</u>	<p><b>Alfie</b> - for working to the best of his ability in science.</p> <p><b>Frankie</b> - for constantly making the right choices and working to the best of his ability.</p>	<p><b>Vittori</b> - for being well-mannered and respectful at all times.</p>
<u>Year 3</u>	<p><b>Eoin</b> - working to the best of his ability and showing genuine enthusiasm for learning in English lessons</p>	<p><b>Darci</b> - always making the right choices and setting a positive example for others</p> <p><b>Harlen</b> - always being polite, respectful, and considerate of those around him</p>
<u>Year 4</u>	<p><b>Aiden</b> - for looking after a lonely child in the playground.</p>	<p><b>Freya B</b> - for constantly making the right choices and working to the best of her ability.</p>
<u>Year 5</u>	<p><b>Ethan</b> - for listening to adults and working to the best of his ability, especially in swimming.</p>	<p><b>Millie</b> - for her love of learning and listening to all adults.</p>
<u>Year 6</u>	<p><b>Daya</b> - for working to the best of her ability and showing excellent resilience in her mock SATs this week. We are proud of her efforts.</p>	<p><b>Penny</b> - for meeting all the great to be gold criteria each and every day. Penny is hard working, conscientious and extremely helpful. A great role model to all.</p>

## Whole Class Weekly Attendance

I am aware that for many parents, the topic of attendance rewards can be a sensitive one. I have heard your concerns regarding the fact that children do, quite naturally, become unwell from time to time. Please be assured that our aim is not to penalise a child for a bout of flu or a necessary medical appointment. We shall continue our termly individual celebrations for those who achieve long-term consistency, acknowledging their personal resilience.

However, we wish to introduce a sense of shared success to the school week by focusing on collective effort. We want the children to feel part of a team, supporting one another to be present and ready to learn together.

Starting from next week, we are introducing a weekly class-based reward. For every day that a class achieves 100% attendance, they will earn 3 minutes of extra playtime. These minutes will be banked throughout the week and added to a special bonus play session on a Friday. If a class achieves full attendance every single day, they will enjoy an extra 15 minutes of fresh air and games to start their weekend.

By shifting the focus to the class rather than the individual, we aim to reduce the pressure on any single child who might be unwell. This initiative is about celebrating the days when everyone is able to be here, fostering a sense of belonging and community. It serves as a collective "well done" to the group for a week of excellent engagement.

We want this system to evolve, and the best people to guide us are the children themselves. At the next Pupil Parliament meeting in March, we will be asking the children to share their own suggestions for how we can reward classes weekly for excellent attendance. Whether they suggest extra time on the trim trail or a specific class activity, we want the children to have a direct say in what motivates them.

We look forward to seeing which classes will be the first to bank those extra minutes next Friday.

Geá sou everyone! 🌟

This week we're talking about Matched Fundraising

## DOUBLE OUR FUNDRAISING

Large organisations such as Ocado, Barclays, Tesco, to name just a few, often have schemes that match funds that their employees raise for charitable causes. They all have their own T's & C's to check, but often it's easy to claim

If you work for a medium-to-large company, it's worth checking to see if you can tap into this to help with raising funds for the climbing frame. Here's 3 easy steps:

1. **Search Your Intranet** - Search for terms such as 'Matched giving' 'Corporate Social Responsibility', or 'Match Funding'.
2. **Ask HR** - Drop a quick email to your HR or Payroll department, even if it's not handled by them, they should know who to put you in touch with.
3. **Let Us Know!** - We'll help you with the rest. They may ask you for charity numbers, event details, or confirmation from us. We'll gladly help you jump through any hoops you need to. Contact us via [friendsowfattonfow@gmail.com](mailto:friendsowfattonfow@gmail.com), or whatsapp via your class groups.



## CALLING ALL DADS

Dads, we need you! The Mother's Day Stall is coming up, and we're calling on a few legends to help the kids pick gifts for their mums. Think of it as a heroic mission: saving the mums from having to sell their own Mother's Day presents (like having to organise your own surprise party). The kids love choosing their own gifts for their Mums – those proud little faces clutching their treasures while secretly plotting to get Mum to "share" the chocolate are fantastic.

If you can spare an hour or two on 13th March, please sign up by writing this link into your browser:

<https://volunteersignup.org/EJDWW>



## Headteacher's Awards



Each week, staff are constantly looking for children in the school who are showing awareness of one or more than one of our school learning values. These values will help children to become better learners as well as developing their relationships with others around them. Children are recognised for their achievements with being awarded Headteacher's Awards.

### **Reception:**

Etty - for working well with others and showing empathy and kindness.

Kasey - for being our 'star writer' by showing resilience with his letter formation and using his phonics to independently spell words.

Nate - for showing curiosity by completing all of the challenges in the classroom during child-initiated learning.

### **Year 1:**

Orla - for always showing empathy and kindness to her friends

Thomas - for showing creativity in this week's art lesson.

Hudson - is our 'star' this week for showing enthusiasm in his English writing.

### **Year 2:**

Lucia - for writing fantastic definitions with beautiful presentation.

Romilly - for showing creativity and curiosity when performing during our music lesson.

Hattie - for showing creativity and curiosity when performing during our music lesson.

### **Year 3:**

Sophia- for being our 'star writer'. She makes excellent use of resources to improve her handwriting.

Arthur- demonstrating resilience and confidence during his persuasive speech in English.

### **Year 4:**

Mila - for working more independently in maths.

Amelia - is our 'star writer' for a great start with her news report.

Verity and Shiva - for great team work in our cup stacking session.

### **Year 5:**

Bella - for showing curiosity, especially on our trip to the Victorian school.

Rosie - for her creative writing.

### **Year 6:**

Isabella - she is our 'star writer' this week for showcasing all the things she has been taught in her Spiderwick Chronicles report and shows that she edits her work with independence.

Sam A - for being independent and having high aspirations when researching facts about the Blitz and presenting to the class in his own words.



# Dads Together

Sign up to our 6-week online group

**Are you a dad and feel like you are constantly nagging at your child to get what you need?**

Join our free dads together 6-week online group to help increase your confidence in parenting and improve communication and listening skills.



Wednesday 11th February to 25th March 2026

7.00pm to 9.00pm

Online via MS Teams



Scan Me!

To book your place, call Louise on **0204 522 8700**, email **services@familylives.org.uk** or scan our QR code to use our online referral form

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Watton at Stone Primary and Nursery School, Rectory Lane, Watton at Stone, Hertford, SG14 3SG <http://www.wattonatstone.herts.sch.uk>  
Headteacher: Mrs N. Etienne Deputy Headteacher: Mrs S. Gill



Online FREE talk by Jane Keyworth

## Anxiety Based School Avoidance

March 26th 7-8pm



Book online

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

go to PARENTS - Live Talks page

All 16 parent talks **FREE** with our School Membership



### Dates For Your Diary

Diary dates in red -new dates added this week

#### Spring Term

- Tuesday 10<sup>th</sup> February - Internet Safety Day
- Tuesday 10<sup>th</sup> February - Parents Evening 4pm - 7.30pm
- Wednesday 11<sup>th</sup> February - Parents Evening - 3.30pm - 5.30pm
- **Friday 13<sup>th</sup> February - House Point Reward**
- Monday 16<sup>th</sup> - 20<sup>th</sup> February - Half Term
- **Thursday 26<sup>th</sup> February - Year 6 Sportshall event**
- Thursday 26<sup>th</sup> February - FOW disco
- Friday 27<sup>th</sup> February - FOW clothing collection
- Tuesday 3<sup>rd</sup> March - Glow In The Dark Dodgeball Workshops
- Thursday 5<sup>th</sup> March - World Book Day
- **Thursday 5<sup>th</sup> March - Story telling dance workshops R - Year 6 'Pinocchio'**
- Thursday 12<sup>th</sup> March - Sponsored Bounce
- Friday 13<sup>th</sup> March - Pupil Parliament Meeting

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- Tuesday 17<sup>th</sup> March - Parent Forum meeting 6pm
- Monday 16<sup>th</sup> - 20<sup>th</sup> March - Assessment Week
- Wednesday 18<sup>th</sup> March - IROCK performances for children (1.30pm) and parents (2.30pm)
- Friday 20<sup>th</sup> March - Comic Relief Day
- Tuesday 24<sup>th</sup> March - House Point reward treat
- Tuesday 24<sup>th</sup> - 25<sup>th</sup> March - No Pens Day/Forest School visits
- Friday 27<sup>th</sup> March - Enterprise Day
- Friday 27<sup>th</sup> March - End of Term

### **Summer Term**

- Monday 13<sup>th</sup> April - Inset Day
- Tuesday 14<sup>th</sup> April - Back to School
- Tuesday 14<sup>th</sup> - 17<sup>th</sup> April- Pupil progress meetings
- Wednesday 29<sup>th</sup> Class Photos
- Monday 11<sup>th</sup> - 14<sup>th</sup> May - Key Stage 2 SATS
- Tuesday 19<sup>th</sup> - 20<sup>th</sup> May No Pens Day/ Forest School
- Monday 25<sup>th</sup> May - 29<sup>th</sup> May - Half Term
- Monday 1<sup>st</sup> June - Inset Day
- Tuesday 2<sup>nd</sup> - 5<sup>th</sup> June Year 4 multiplication check for Year 4
- Monday 8<sup>th</sup> - Friday 12<sup>th</sup> June - Year 1 phonics screening checks
- Tuesday 9<sup>th</sup> June - Sports Day 1
- Tuesday 16<sup>th</sup> June - Sports Day 2 Reserved (in case sports day 1 is cancelled due to the weather)
- Friday 19<sup>th</sup> June - Watton's Got Talent
- Monday 22<sup>nd</sup> - Wednesday 24<sup>th</sup> June - Hudnall Park
- Friday 26<sup>th</sup> June - Pupil Parliament Meeting
- Monday 29<sup>th</sup> June - 3<sup>rd</sup> July - Year 6 PGL
- Monday 29<sup>th</sup> June - 3<sup>rd</sup> July - Assessment Week
- Monday 13<sup>th</sup> July - Year 6 Dress Rehearsal
- Tuesday 14<sup>th</sup> - 15<sup>th</sup> July - Year 6 play
- Friday 17<sup>th</sup> July - End of Year Reports
- Thursday 23<sup>rd</sup> July - End of Term

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