



14 November 2025

Headteacher's Message

Dear Parents and Carers,

It has been a very busy and productive first couple of weeks to start this half-term. It was really pleasing to see the children return after the holiday and settle back into their new topics and routines quickly. We have been reinforcing our behaviour expectations in assembly and in class and the children have responded well to meeting these expectations. They are also already fully immersed in their new topics and I have seen lots of examples of great work in English, maths and topic work.

Summercroft fell silent on Tuesday to observe the 2-minute silence for Remembrance Day, taking time to reflect on the sacrifices that have been made by service men and women over the years. I am particularly proud of our Year 5 children who represented Summercroft at the Bishop's Stortford Remembrance Service at the memorial in town. While the rest of the school fell silent to mark our respect, the Year 5 classes were showing their respect by reading out their poems and listening to the thoughts of others about the importance of the act of remembrance. You may also have seen the art work and poetry displayed in Jackson Square and in Zelley's. It looks absolutely fantastic and exemplifies the sensitive and empathetic approach the children have taken to crafting their writing and creating the display. Thanks also to Mr Wilson, Mrs Grindrod, Mr Devsi and Mrs Stovold who have taken time after school to ensure the displays were put up. I know the children are extremely proud of themselves and loved the opportunity to share their work with the community.



We have also been celebrating Anti-Bullying Week over the past few days. The theme this year is 'Power for Good' and we kicked off the week with Odd Socks Day to celebrate the fact we are all different. We spent time in assembly thinking about what powers the children have and how they can use them to ensure they promote positive interactions between everyone. We also took time to remind everyone of our Summercroft Anti-Bullying policy with a focus on understanding what bullying is, how we can prevent bullying from happening and what to do if someone feels they are being bullied. Children have also reviewed their helping hand of trusted adults to ensure they know who they can talk to if they are feeling worried about anything. The children responded really well during the assembly and we will follow up on these sessions regularly in PSHE lessons throughout the rest of the year. In talking groups, the children put their new oracy skills into practice with a debate: 'Which is better bullying prevention: punishment or learning?' Following the discussions, the results were 35% of the votes for punishment and 65% of the votes for learning. It provided some really interesting discussion and children's ideas were built upon and challenged using our oracy framework.





14 November 2025

Headteacher's Message continued



It was lovely to see all the support for Children in Need today as the children arrived in their non-school uniform, with many sporting the spotty theme of Pudsey! As ever, the generosity of the school was there in abundance and we raised £634.03. We know this will all go to support lots of local, national and international charities who are all working to improve the lives of children in many different ways. A huge well done and thank you for your contributions.

An important reminder about parking at the start and the end of the day. Now that it is getting colder and wetter there is an increase in the number of families driving to school. Please remember to be considerate of those who are walking along the pavement and ensure you park safely in a suitable space which does not obstruct any driveways. The layby just past the school is our Kiss-and-Go-Zone which should only be used to drop off older children who can walk from there to the gates independently. Parking in here creates problems for the whole school community as Plaw Hatch Close becomes congested. The school car park is for staff only and should not be used by parents dropping off or collecting from Kids Out before and after school. I appreciate everyone's cooperation with all these aspects to ensure we have a safe commute to and from school for our whole community. Further information about parking can be found on the [school website](#).

Looking ahead we have a number of exciting events coming up and we will be getting into full Christmas festivities over the coming weeks. Please check the [school diary](#) to make sure you don't miss anything. We have a number of important dates coming up in the next fortnight:

Monday 17th —Parent Consultations

Wednesday 19th November—Parent Consultations

Thursday 27th November—Decoration Day (Children can wear Christmas themed non-school uniform)

Friday 28th November—Occasional Day (School closed)

Wishing you all a lovely weekend and look forward to seeing you at parent consultations next week.

Kind regards,

Stephen Jess
Headteacher

Job Vacancy

School Catering Assistant Required at Summercroft Primary School

Would you like the opportunity to join our friendly kitchen team as a catering assistant? The role involves working 20 hours per week, Monday to Friday and term-time only. School holidays off work gives you the perfect family work life balance!

The main duties include supporting the chef with general kitchen duties, including preparing salads and sandwiches and preparing fruit pots and jellies. You will also work as part of a team to serve the children at lunch service, as well as cleaning and washing up duties.

Pay is £12.21 per hour (£10,402 per annum). A clear DBS is required and will be paid for by the company along with uniform. Full training will be given.

If this role interests you, please contact Debbie.kenny@lunchtime.co.uk



EYFS

There's No Such Thing As A Gruffalo

In Reception and Nursery, our learning has been based on one of our favourite stories, *The Gruffalo*, by Julia Donaldson.

In Reception, the story provided a springboard to finding more out about the season of autumn. We drew the story setting and labelled the different parts using our learned phonics. We painted our favourite characters from the story using thick and thin brushes.

In maths, we have been looking at the numbers 1, 2 and 3. We learnt about different ways to represent these numbers, as well as subitising and finding one more and one less.

In forest school, we explored the seasonal changes around us. We went on a nature scavenger hunt and then created some autumnal natural art. The children were very proud of the results.

Nursery enjoyed reading the story and joining in with the repeated refrains. The children created Gruffalo collages using a range of media. We enjoyed making simple enclosures for one of the characters from the story, using construction bricks. We looked at the colours in autumn and explored colour mixing by using red and yellow to make orange, and created autumn silhouette pictures. To develop our fine motor skills, we explored wool winding using a leaf shape.

The children in Early Years have also loved exploring pumpkins, thanks to Hatters Farm, who very kindly gifted some to us. The children thoroughly enjoyed scooping out the flesh and exploring the textures. They role-played making pumpkin soup and other pumpkin delights!

We are looking forward to learning about other animal habitats around the world over the coming weeks.





Year 1

Ahoy!

We have happily sailed into the start to our new topic, *Never Eat Shredded Wheat*. Sailors from Cherry and Chestnut Classes used their skills to identify north, south, east, and west and used this to sail around the classroom. During Show and Tell, the children shared amazing souvenirs and special memories they had from the four countries of the United Kingdom. We would like to thank the parents for their support in making the geography Show and Tell so interesting. In our next lesson, the children learnt all about the seven continents and plotted them on a world map. To help them memorise the continents, the children learnt a catchy song. We are sure that they would love to sing it to their adults! Finally, our sailors are learning how to describe locations on a map.



In English, we have started a unit on poetry. The children have become true poets, performing a variety of poems written by Joseph Coelho. Their favourite was 'Blow a Kiss, Catch a Kiss'. They used actions to help them memorise many of the poems. Cherry and Chestnut Classes have used their oracy skills to discuss the themes of the poems. They were able to eloquently give their opinion about the poetry and identified repeating sounds they could hear when reading the poems. In addition, the children have been using sentence stems to build their oracy skills, including expanding on their peers' ideas. We have focused on listening and the children have been able to recall their partner's opinions and relay it to the teacher.

In maths, the children have begun looking at addition and subtraction to 10. We started by ordering numbers from smallest to greatest and then greatest to smallest. The children were amazing at being number detectives, searching hard for the biggest and smallest numbers and double-checking that they were in the right order. We then looked at a part-part-whole model to support the children's concept of addition. The children were able to identify the two parts used in a number sentence and create the whole. Then the children attempted to write a number sentence using the plus and equals sign.





Year 2

Kings and Queens!

We hope you all had a lovely half term.

We have been incredibly busy! We started the half term with our new history topic, *The Monarchy*. We have been finding out about the role of a monarch, thinking about what makes a good monarch and deciding a rule we would enforce if we were king or queen. We had a wide variety of rules, and the children loved discussing them with their learning partners. From this, the children created and decorated their very own crown. They certainly enjoyed wearing their crowns and being a king or queen for the day! Over the next couple of weeks, we will move on to designing and making royal carriages for our DT topic on wheels and axles.



In maths, we have started our addition and subtraction unit. So far, the children have used their understanding of number bonds to 10 to support them in finding number bonds to 100. Last week, the children used a number line to add and subtract, as well as adding three 1-digit numbers together. We will be moving on to adding and subtracting with 2-digit numbers as well as beginning to exchange.



Our text in English is a new take on the traditional tale, 'Rapunzel'. We have already begun our work by completing character studies of Rapunzel and the witch. The children worked incredibly well with their partners to identify feelings, personality traits as well as appearances of the two characters. This week, the children have become Rapunzel themselves and written a diary entry on what an awful day they have had being trapped in the tower by the wicked witch!

The children have been busy learning their lines and the songs for our Christmas performance, Hey Ewe! The children are incredibly excited to perform to you all in a couple of weeks.

Forest School Session at Bishop's Stortford College

Please see below a link from Bishop's Stortford College offering a Forest School session for pupils in Year 1 and Year 2. As always, spaces are limited, so booked on a first-come, first-served basis.

[Invite and Inspire Yrs 1 and 2 at Bishop's Stortford College Tickets, Bishop's Stortford College Pre-Prep, Bishop's Stortford | TryBooking United Kingdom](#)



Year 3

Bonjour Mes Amis!

Year 3 returned from half term to begin a new topic based around two contrasting locations - France and the UK. We began our topic by being geography detectives. Each table were given a pack of evidence and had to discuss in groups what place they thought we were going to be studying. Their sources of evidence were maps, photographs, train tickets, souvenirs and leaflets. After they worked out the connection, we watched a video to learn more about France. We then found France and the UK in an atlas and located them both on our own maps. We have also looked at human and physical features of both France and the UK, identifying rivers, mountains and famous landmarks.

Making a good impression.

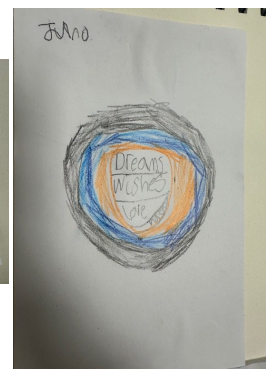
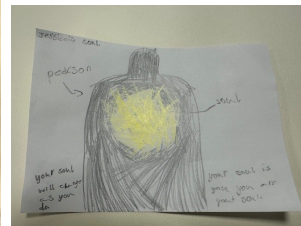
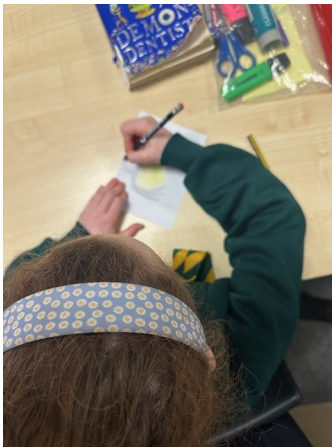
Year 3 began by finding out who Claude Monet was and what impressionism is. They discovered he is a famous painter from the Impressionist movement. They looked at examples of his work and explored creating their own impressionist brushstrokes in their sketchbooks. We are looking forward to creating our own pictures using some of Monet's techniques.

"Who's that trip-trapping over my bridge?"

We have started our new book, *The Three Billy Goats Gruff*, by Mac Barnett and Jon Klassen. First, we created a story 'whoosh' of this popular traditional tale where we retold the story, and the children were immersed as characters; some even became the bridge or the long tasty grass and trees! We then created our own interpretation of what the troll looked like by looking at the descriptive language used in the book (without looking at the illustrations), with some gruesome and horrifying results!

RE – What Makes Humans Special?

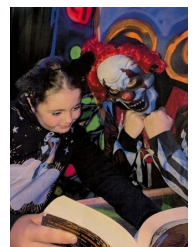
This week in RE, Year 3 explored what makes humans special. The children learned about Humanist beliefs, discussing how humans can think creatively, solve problems, and make choices. They thought about different ideas of what makes a person unique, including the concept of a soul or inner self – something invisible that helps make us who we are. We also watched a clip from Disney's Pixar film 'Soul'. The class enjoyed sharing their own thoughtful ideas and drawings about what makes people special inside and out.

**Spooky Reading Challenge**

Over half term, we ran a Spooky Reading Challenge where we asked to see your spookiest reading photos! We were blown away by your spooktacular entries and the English Team had an incredibly tough time choosing the winners. We hope that they will enjoy their prize of attending an exciting festival of stories in London and we look forward to hearing all about it.

Congratulations to our winners;

Theo (Chestnut)
Ava (Beech)
Imogen (Cherry)
Ruby (Hazel)





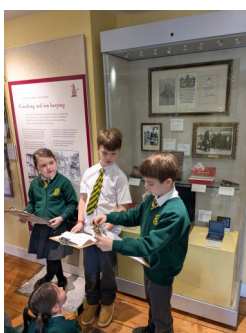
Year 4

Museum Matters

In our new science topic, *States of Matter*, we have begun to investigate solids, liquids and gases. Having explored the properties of these different states, the children grouped materials according to whether they were solids, liquids or gases. Some of the materials such as sand and flour were harder to sort so we closely observed how they behaved when poured from one container to another. The children discovered that these are called pouring solids.

In English, inspired by Anna Atkins in *The Bluest of Blues*, we have been 'bonkers about beetles', undertaking research so that we can produce our own non-fiction books all about beetles. The children were amazed to discover that beetles are one of the oldest animals in the world and have been around for over 250 million years!

Our visit to the Bishop's Stortford Museum provided an excellent opportunity for Elm and Beech Classes to delve deeper into Bishop's Stortford's past. Initially we learned about the key events in Bishop's Stortford's history, from the pre-historic era to the present day. The children made excellent links with their own local knowledge, recognising many town buildings in the photographs used during their timeline work. The museum has exhibits ranging from Roman skeletons to trade and transport artefacts. The children worked in groups to answer questions about different eras and then shared their research with the rest of the class. Despite the rain, the trail along the river path and through the town brought the photographs to life and our expert guides pointed out many interesting buildings, objects and road names along our route. Maybe next time you are in town, your child will be able to act as your very own tour guide!



Birthday List

Happy Birthday to the following children who have celebrated their birthdays recently.

Frank O
Ava M
Izzy C
Oscar D
Jhia P
Cuddus H
Lucas B
Aiden P
Grace A
Rita U
Porter T

Chestnut
Beech
Cherry
Ash
Lime
Birch
Ash
Cherry
Lime
Lime
Holly

Ruby C
Amiyah B
Kaley F
Tia A
Ryan L
Gethin M
Mia M
Zoya K
Robert B
Yunus S
Imogen H

Holly
Maple
Elm
Maple
Maple
Oak
Holly
Oak
Willow
Willow
Cherry

Abigail R
Alfie M
Jasper H
Anthony F
Nesil B
Diana S
Lorenzo M-W
Samuel D
Alvin W
Amalia P-A

Sycamore
Cherry
Ash
Sycamore
Acorn
Ash
Willow
Maple
Apple
Chestnut





Year 5

The World At War

The past few weeks in Year 5 have been an incredible journey back in time as we've delved into the history and personal stories of World War I. The children have truly immersed themselves in this topic, developing not only a deeper understanding of key historical events but also a strong sense of empathy for those affected by war. Their curiosity and enthusiasm have made this unit a truly memorable one.

Through their English lessons, the children explored poetry inspired by the works of Wilfred Owen, Laurence Binyon, and Marian Allen, writing their own pieces from the perspectives of soldiers and loved ones waiting at home. These moving poems capture the fears, hopes, and sacrifices of those caught up in the Great War, giving the children a creative voice to express complex emotions while deepening their understanding of the human side of history.



Art and Poetry on Display at Jackson Square

Over Remembrance weekend, we were honoured to have the opportunity to display the children's World War I-inspired artwork and poetry at Jackson Square Shopping Centre. The exhibition showcased a stunning range of creative pieces, from symbolic depictions of peace and remembrance to evocative portraits of life in the trenches. It was a wonderful celebration of both their historical learning and their artistic expression. We hope you had a chance to see the display in person; the children, and all the adults involved, are incredibly proud of the effort and thought that went into this unit.



A Special Visit from Mrs Sampford

A huge thank you to Mrs Sampford, who kindly visited Year 5 to share her experiences as the wife of a British military soldier during the Gulf Conflict. Her insights into the life of families waiting at home offered the children a valuable perspective on how the effects of war extend far beyond the battlefield. We were also fortunate to welcome her back for a second visit, during which she brought in a fascinating collection of authentic World War I artefacts. Hearing her stories and exploring real historical objects, with the assistance of ex-military serviceman, Mr Beeson, helped bring the past vividly to life, and their connection to the Summercroft community made the experience even more special.



Thank you for your continued support and encouragement. The children have shown great maturity, curiosity, and respect throughout this topic; qualities that make us incredibly proud of their learning journey.





Hitting the Rhode(s)

We've started this half-term diving into our new topic on colonialism, focusing on the British Empire and the well-known (and controversial) local figure, Cecil Rhodes. To introduce the theme of inequality, we played the *Dictator Game*, where groups were tasked in creating coloured shapes to sell to a mysterious "boss." It didn't take long for everyone to realise that some teams began with far better resources than others, and as the rules shifted, so did everyone's fortunes! This sparked great discussion about how inequality can develop, grow and impact societies. Building on this, we looked at the East India Company and its influence in the early expansion of the British Empire. Through our class text, *The Rabbits*, by John Marsden, we've continued to explore how colonialism affected indigenous communities around the world.

To deepen our understanding, we visited the South Mill Arts Centre. Their session brought Rhodes' story to life, tracing his journey from ambitious entrepreneur to a figure who manipulated his way into controlling vast areas of land in southern Africa. The children showed an excellent grasp of these complex ideas and made insightful links between the colonisation of Africa, India, and Australia. Staff and volunteers from South Mill were full of praise for the children's curiosity, enthusiasm, and impeccable behaviour.

A huge thank you for your continued support in making this visit possible: it was a truly valuable and eye-opening experience for all!

Finally, we would like to congratulate the school football team members for their efforts. Mr Eaton and the K.A.S. staff have been full of praise for their skills and positive attitude during training sessions and their recent matches.



During half term week, some of our Summercroft pupils proudly spent their time volunteering at Tesco Bishop's Park, selling poppies in support of the Royal British Legion.

We're so proud of their contribution to this important cause of remembrance and community service.

Well done to Joshua A (Lime) Oscar W (Chestnut) Sidney & Arthur W(Chestnut & Sycamore) and Daniel F (Sycamore).



Bishop's Stortford College are offering various workshops for our Year 5 & 6 pupils. Spaces are limited, so booked on a first-come-first-served basis. Please see below link for further information.

[Year 5 and Year 6 Free Workshops at Bishop's Stortford College](#)



SEND Updates

We would like to make you aware of some of the local support available for parents of children with SEND.

You can find lots of articles to support children's wellbeing and emotional health [here](#).



Please access the Developing Special Provision Locally, Area 3 (DSPL3) website and Facebook page linked below. There you will find a range of helpful information, advice, courses and further SEN support.

DSPL3 Website- [Developing Special Provision Locally \(DSPL\) 3 - Home](#)

DSPL3 Facebook page- [Delivering Special Provision Locally Area 3 - East Herts | Facebook](#)

There are also a range of other support groups, including:

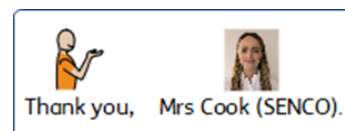
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[ADD-vance](#)- The ADHD and Autism Trust- courses include 'Understanding my ADHD'.

[Families in Focus | Courses for Parents, Hertfordshire](#)

[Families Feeling Safe](#) • Protective Behaviours training, courses and workshops.

SENDIASS- [Home](#)- Info, advice and support with the SEN systems.



Punctuality Matters!

Did you know?

The early work in our classes helps the children to embed and practise the skills that they have learnt previously.

Our registers close at 8:55am.

Missed minutes = missed learning = missed opportunities!

Being frequently late for school means lost learning:

- o Arriving 5 minutes late every day adds up to over 3 days lost each year.
- o Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- o Arriving 30 minutes late every day is the same as being absent for 19 days a year.

Our school attendance policy can be found [here](#).

If you need advice or support regarding attendance or punctuality please contact our Pastoral Lead, Mrs Willis, at jo.willis@summercroft.herts.sch.uk.

CARERS WEEK - YOUNG CARERS

Caring about Equality



- Could someone in your family be a young carer?
- A young carer cares for a **family member** who, due to illness, disability, a mental health condition or an addiction, **cannot cope without their support**.
- We are proud of our young carers and the care they provide. However, a young carer **may miss out** on extra support offered and opportunities in their education, careers and personal lives due to their caring role.
- You can get them further support by contacting the Young Carers Service at Carers in Hertfordshire.

THINK

REFER

SUPPORT



email: young.carers@carersinherts.org.uk



Visit: www.carersinherts.org.uk/young-carers

sch.uk
sch.uk



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

10 Top Tips for Parents and Educators CREATING FAMILY RULES FOR USING DEVICES

A set of family rules agreed on with children can promote the safe, responsible use of devices like tablets, smartphones, gaming consoles and computers. By developing rules around technology, it opens the conversation regarding boundaries and expectations, ensuring a healthy balance of screentime. This guide will help you to develop an age-appropriate family agreement to suit your household.

1 WORK TOGETHER

Collaborating with children when setting rules around the use of technology is a valuable task that can encourage them to take more ownership. It's important to make rules which reflect your family and are age appropriate. Think about what you all enjoy doing online and what apps, games or devices children use most frequently.

2 AGREE TIME LIMITS AND SUITABLE TIMES

Be realistic when setting screen time limits. These can vary depending on the child's age, whether it's a weekday or weekend, and what they're actually doing online. If they're conducting research for homework, that might require more time than if they were playing games. Consider when screen time begins: does it come after chores and homework? Agree times when technology and phones must be put away.

3 ENCOURAGE HONESTY

Family rules ensure that everyone can have fun with their devices and be safe while doing so. Nonetheless, children may make mistakes as they learn to navigate the online world. Emphasise that if they ever feel worried, unsafe or upset about something they've done, sent, said or received, they should tell you immediately so you can help them resolve the problem.

4 CHARGING AND OVERNIGHT STORAGE

To ensure children get the downtime they need overnight, it's important that devices – especially smartphones – are kept in a common space, where possible. This reduces the chance of pointless late-night scrolling or sleep being disturbed by calls, messages or notifications. There are charging boxes you can purchase, or all gadgets could be charged in the kitchen overnight to avoid distractions.

5 REVIEW RULES REGULARLY

Anything you agree on isn't set in stone. These rules will likely alter as children get older and the way they use technology changes. Take time to review these as a family; discuss what's working, and what isn't. Communication is key – so by doing this, you involve the child in their own online safety while promoting an open dialogue.

6 PROTECT PERSONAL INFO

Discuss and demonstrate the importance of protecting your personal information. Talk about what details you share online and who with. Use parental controls to block children from connecting with strangers, so that any information they do share is among their real friends. Ask a child's permission before posting any photos of them on social media, as this demonstrates positive online behaviour that they should learn and remember.

7 BE RESPECTFUL

Highlight the importance of showing respect to others when using technology. Encourage children to speak kindly to others online – such as on social media, when playing multiplayer games or in group chats (which can often lend themselves to teasing behaviour). Explain that if they aren't treating others considerately, they might be made to stay away from their devices for a while.

8 "NO TECH" ZONES

Designating spaces in the house where technology isn't allowed (for example: bedrooms, bathrooms and at the dinner table) lets you keep an eye on what children are viewing and who they're communicating with. It gives you some quality, screen-free time with them, too. It also helps reduce any impulses to potentially engage with inappropriate content, as they're unlikely to do so in a common space within the home.

9 AGREE ON CONSEQUENCES

As a family, discuss why the rules are important: to balance their screentime, to ensure everyone enjoys gaming or interacting online, and that they are safe when doing so. Therefore, if these rules are broken, there has to be a consequence. Discuss what would be fair for certain breaches of the rules, as this can prevent a disproportionate response in the future.

10 KNOW ALL PASSWORDS

To protect children from inappropriate content, parents should have access to all passwords. Parents should also make it clear that they will check children's devices, should they have any concerns about their use. Emphasise that this isn't due to a lack of trust but is an extra way of keeping them safe.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at nationalcollege.com/guides/tips-for-creating-family-rules-for-using-devices

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