



27 March 2026

Headteacher's Message

Dear Parents and Carers,

What a busy and productive term we have had! It has been lovely to see the culmination of the children's hard work and learning in our termly pupil progress meetings, looking through the children's books and in a number of end-of-topic presentations to parents. The children have been really proud to share their knowledge and understanding of the topics they have been studying and it has been great to see the creativity they have used to display their learning. Our Year 3 children also benefitted from their visit to Celtic Harmony to enrich their Stone Age topic while the Year 5 children were fully immersed in their Viking topic with our visitors from History Off the Page coming into school.

This week we took time this week to celebrate Neurodiversity Week with a particular focus in assemblies. This gave us the opportunity to support the learning about neurodiversity that is already embedded in our curriculum and give the children the opportunity to gain a deeper understanding. The children learnt about different types of neurodiversity, celebrated the strengths and talents of people who think and learn differently, and found out more about autism and how someone with autism may see the world differently, recognising the challenges and opportunities this can bring. As always, I was impressed by the children's level of understanding and in particular the kindness and acceptance that is shown to support anyone with neurodiversity. An integral part of the ethos we have here at Summerville.

I'd like to take this opportunity to say a massive thank you to the PTA for organising the Hop and Hunt to raise money for our playgrounds. Wendy and the team planned a really fun event for the children and there was a real buzz of excitement during and after the hunts with the children wearing their bunny ears and celebrating their success. A huge thank you to everyone who has donated and sponsored; we have raised the £4,000 target which will all go to resurfacing our playgrounds. We are excited to get this work started and I will update you with more details as soon as we get a confirmed date for the work to happen. It will have a really positive impact on our PE lessons, after-school clubs and lunchtime activities.

I am sure you will all join me in congratulating Mrs Caulfield on the birth of baby Rory. Mrs Caulfield is loving these precious early days of her maternity leave, with Rory sleeping well and being very content. She is hoping to come and visit us after the Easter break and I know the children in Early Years will be delighted to meet our newest member to the Summerville family.



Our Year 6 netball team had one of their most anticipated matches of the season with the annual staff versus children fixture. Mrs Kirkby has been training the children well all term and after a number of victories against other schools they were prepared for the challenge of facing the staff. The game was very competitive with the children getting the first scores and showing us their skills. Their positional play was excellent and we could see why they have been so successful in their league. The staff grew into the game and with the benefit of quite a height advantage managed to come out on top in a hard-fought victory. It was a thoroughly enjoyable afternoon and I was very proud of the camaraderie, sportsmanship and determination shown throughout. Thank you to Mr Webb for organising, Mrs Kirkby for training the children and Amelie Kirkby for coming back to umpire.



Looking ahead, we have another busy term coming up with the usual Sports Days, residentials and productions on top of the planned curriculum. The full diary will be circulated early next term when all the dates have been finalised. The topic webs for next term's learning are already available and can be found on our [website](#).

I hope you all have a lovely Easter holiday and enjoy spending time with your families. A good opportunity to recuperate and prepare for the busy summer term ahead. I look forward to welcoming everyone back on **Tuesday 14th April at 8:45am**.

Kind regards,

Stephen Jess
Headteacher



EYFS

Greetings Earthlings!

In Early Years, we continued exploring our exciting topic of *Space*.

The children have shown wonderful enthusiasm and creativity throughout all of our activities. We began by designing and drawing our very own aliens. The children then used their growing phonics knowledge to write simple sentences to describe their creations. It was fantastic to see them independently applying their sounds to write words for their sentences!

In maths, we met some “doubling aliens” who needed help solving their number problems. The children worked hard to find doubles up to double 6, using practical resources and their counting skills to support their learning. They especially enjoyed spotting patterns in the doubles.

In our expressive arts and design work, we explored *The Starry Night* by Vincent Van Gogh and talked about the swirling patterns and night sky. The children then created their own beautiful representations using curved, wavy and dashed lines. Their artwork was imaginative and full of movement, just like the original inspiration!

We also enjoyed some hands-on construction by building alien models using K'Nex. The children worked collaboratively, sharing ideas and developing their fine motor skills. Additionally, we practised our cutting skills by carefully cutting out shapes to create our own aliens; great focus and improving control was shown by everyone.

It has been a fun-filled and creative few weeks, and we are so proud of all the children's efforts. We look forward to more exciting learning adventures after the Easter break, when we embark on our next topic *Ready, Steady, Grow!*





Year 1

Spring Clean

The children have given the Year 1 garden a spring clean. They worked together to weed and cut back old plants ready for some planting next term. It was incredible to see an area cleared so quickly! It was lovely to see our learning about sustainability being brought into action in our local environment. The children were delighted to investigate and test their water walls too.

In maths we have been investigating numbers to 50. They can tell us one more and one less than a number. We have been trying to work out mystery numbers on a number line. The children noticed that it was important to look at the start and end numbers and also to see if the numbers were getting bigger or smaller. We have also learnt how to measure objects using non-standard units and with a ruler. We used our oracy skills to compare items using 'taller' and 'shorter'.

You might well have heard the gasps of shock coming from Cherry and Chestnut classrooms. A crime scene was set up when we realised that one of our lovingly crafted hats had disappeared. The children's detective skills have been honed all term and they were skilled at investigating the crime. "Who uses pink and green pens?", "Whose favourite mug is pink?", "Who looks shifty?". These were a few of the questions posed by the children. The suspects were interrogated. Mrs Borg then posted a video explaining that it wasn't her. She had tell-tale signs of deception. She sounded like the rabbit in *I Want My Hat Back* and she was wearing the hat! Inspired by the incident, the children wrote their Summercroft crime version of the book.

As you can see in the photos, the children loved the Hop and Hunt PTA event!

Finally, to complete our local history lessons we had a special visitor come and talk to the year group. Mrs Roach is a Paralympian who lives locally and has a very close connection with Summercroft School. She talked to the children about how she became a Paralympian. She even brought in her medals and GB tracksuit. It was a honour to have share her experiences with us.





Year 2

Tree Houses

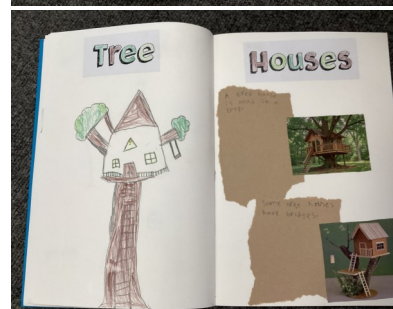
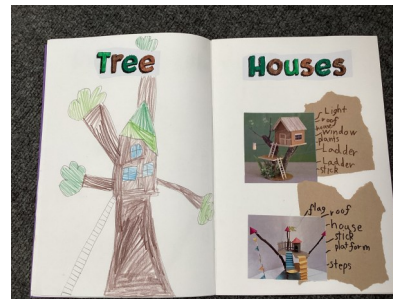
Continuing with our *Forests* topic and as part of art, the children have had a busy week researching and designing tree houses. We began by thinking about what makes a good tree house and what we would include if we could build our own. We then collected sticks and used them for the structure to build our miniature houses and made them stable using paper mâché. Finally, we built the houses and added detail using cardboard and string. We look forward to showing them to you.

Our English learning, centred on *The Magic Finger*, by Roald Dahl, finished this week, with the children writing a sequel. We spent a lot of time mapping out our stories and using our oracy skills to retell them to our partners before writing. The children then edited their work and published their very own 'Part 2' of *The Magic Finger*. We are particularly impressed with how hard they have worked on the final presentation of their finished books. The children have really enjoyed this story, and it is pleasing to see how many are now reading other books by Roald Dahl for pleasure.

Our music lessons on the song *Zoo Time* have also concluded, and the children were brilliant at playing the glockenspiels. For our finale, we even managed to sing the song and play the glockenspiels at the same time, which was no mean feat!

The children thoroughly enjoyed the Hop and Hunt organised by the PTA. The children were given bunny ears and hopped around the field to find eggs. Inside the eggs were letters and hints for the children (now bunnies!) to work out the two words. They were lucky to be given their ears to keep as well as a thank you pin badge. Thank you to the PTA for organising such a lovely event.

We hope you have a lovely Easter break!





Year 3

Year 3 Turns Iron Age!

Life in the Roundhouse:

Move over, modern life! This week Year 3 took a trip back in time to Celtic Harmony, where they traded their tablets for looms and their desks for roundhouses. We started the day in the Chieftain's roundhouse, Did you know these circular homes are built this way because being round helps them stay standing when the hilltop winds start huffing and puffing!

Weaving Wonders:

The children became master textile workers using a warp-weighted loom. Working in trios the children expertly passed shuttles back and forth to create fabric. They even learned the "behind-the-scenes" of yarn, using carders to brush wool into a "rolag" before spinning it. It's safe to say we have some very talented weavers in our midst!

The Daily Grind:

Forget the local bakery! Year 3 made bread the old-fashioned way. Using rotary quern stones, the children ground grain into flour, sieved out the husks, and rolled the dough into balls to feed the village. It was hard work, but the results were worth the "knead!"

Soup, Spices, And... Stinky Dyes?

The village was a hive of activity as children twisted yarn into stylish Iron Age bracelets. They dyed their creations using madder root (for a "blood-red" look) or woad (for a deep blue). Ask your children about "secret ingredient" to make the blue dye work.

A Storybook Ending

We wrapped up our prehistoric adventure back with the Chieftain, listening to a traditional story in the glow of the fire in the roundhouse. A huge thank you to all our adult volunteers who helped us survive the Iron Age for a day. Year 3 had a truly "historic" time!

Time Traveling In Castle Park

To end our class English text this half term, Year 3 turned into "Geological Authors" as we imagined the secret life of a humble stone! Inspired by our class book, *A Pebble in My Pocket*, the children have been crafting epic narratives from the perspective of their very own pebbles.

To get the best "bird's-eye view" of the past, we learnt about the history of our very own Waytemore Castle motte. Standing atop the ruins in Castle Park, the children visualized the landscape shifting through the ages - from a Neolithic wilderness to a bustling medieval fortress, right up to the modern park we see today.

But the time travel didn't stop there! We also took a deep dive into the Cenozoic Era. The children became researchers, creating brilliant fact file posters about the incredible creatures that roamed the earth during this time. It's been wonderful to see them weave millions of years of history into their writing and art. Who knew a tiny pebble could have such a big story to tell?





Year 4

Destination Holidays!

Just in time for the holidays, we reach the final destinations on our European Tour. The children worked incredibly hard to research their European cities in readiness for their parent presentation. They have been investigating, creating quizzes, making models of famous landmarks, collecting fascinating facts and considering how to present everything in the most interesting way. Perhaps they will have encouraged you to investigate a new holiday destination for later in the year!

Monday afternoons have been a joyful start to the week as we continue to practise our music song, *Lean on Me*. The children have done a great job learning the words and we have delved deeper to find significance in the words.

In science lessons, the children investigated our forces enquiry question: how does the material on the ramp affect the distance a car travels? To investigate how different materials affect friction, they released a toy car from the top of a small ramp and measured how far it travelled on different materials such as sandpaper and tinfoil. Working scientifically, the children used their results to draw simple conclusions. The lesson was a lot of fun and their collaborative skills were impressive.

In English lessons, after planning, drafting, editing and proofreading, the children have been busy publishing their own 'pourquoi' stories. They have used their neatest handwriting and created some beautiful illustrations as they add all the features of a published text. The children's stories aim to provide the answers to some of life's mysteries. So, if you would like to find out how the moon came to be, how the leopard got its spots or how the axolotl got its tail, then look no further than Year 4!

At the end of last week, we were very lucky to be visited by some students from Hockerill. They had planned four different games to help Year 4 practise their knowledge of food and drink in French. The games were enjoyed by all and everyone developed in confidence with their French pronunciation.

We are super proud of the continued effort the children are putting in to learning their times tables on TTRS. Well done Year 4 - keep practising!



Birthday List

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

Vitor A-P
Julia V-B
Matthew N
Evelyn H
Eesher M
Louie L

Beech
Maple
Birch
Lime
Lime
Maple

Sidney W
Ethan P
Eli M
Felicie K
Dylan B
Mabel Q

Chestnut
Apple
Elm
Maple
Holly
Lime

Rachel P
Zaine K-R
Imogen F
Thesigan R
James N

Birch
Elm
Maple
Hazel
Sycamore





Year 5

Digging Deep

Year 5 have been busy developing their writing skills with a focus on non-chronological reports. After reading *Town is by the Sea*, by Joanne Schwartz and Sydney Smith, pupils were inspired by the close-knit mining town portrayed in the story, as well as the fascinating non-fiction books available in our class reading areas. They spent time, in groups of three, researching the dangers, history and alternatives to coal mining. We decided to turn these into non-fiction books. The children have used a chatty style to draw their readers in and included technical vocabulary to ensure their books are informative as well.

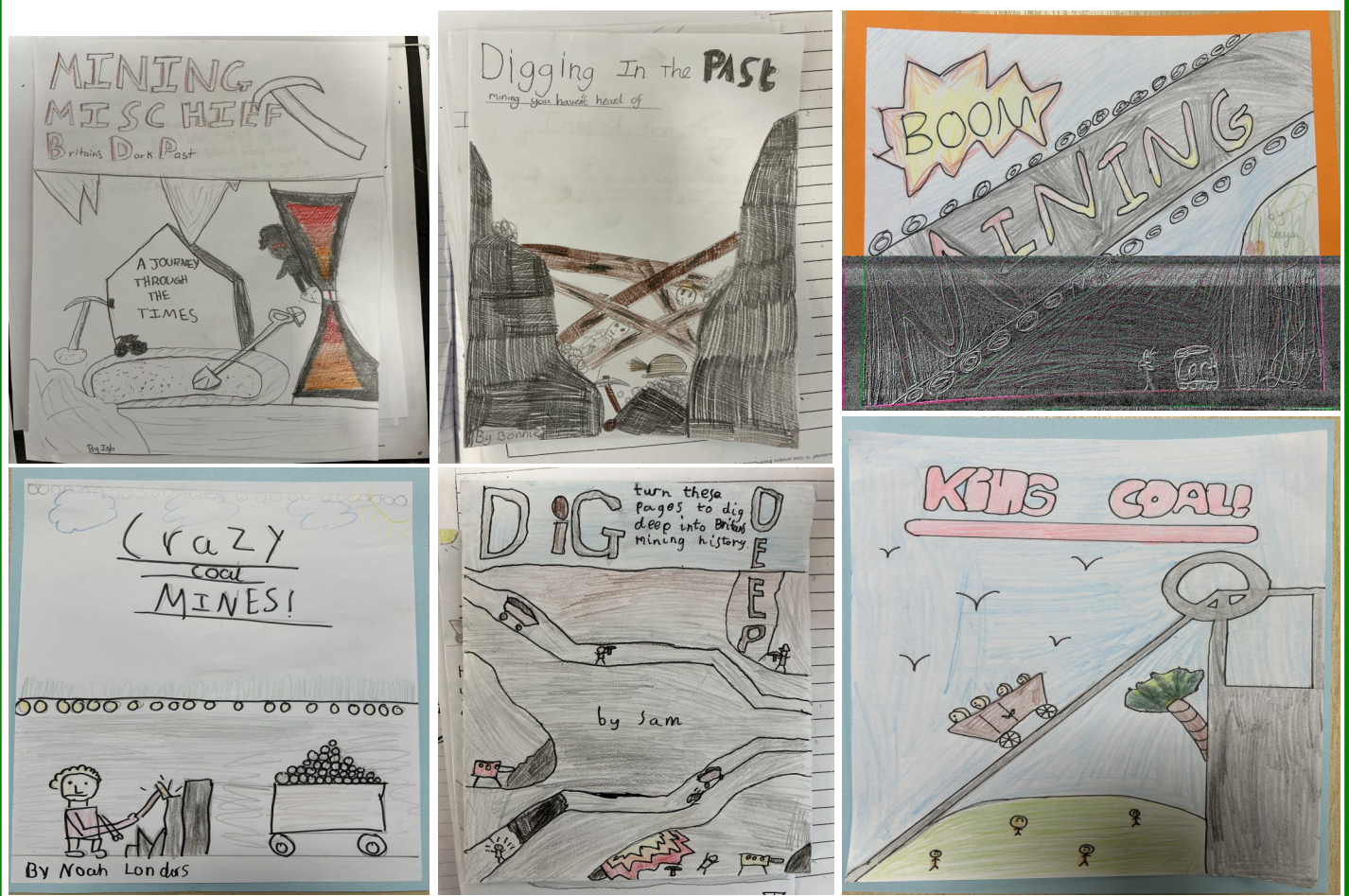
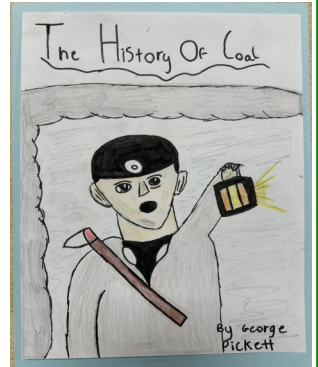
Asgard and Yggdrasil

Our Viking and Anglo-Saxon topic is coming to a close but we could not finish without learning about the different gods and goddesses, including where they were believed to live in Asgard and how the mythical tree Yggdrasil connected the nine worlds. We discovered that Viking gods often had human-like characteristics, such as emotions, strengths and flaws, which made their stories engaging and relatable. The children also explored why the Vikings worshipped these gods, understanding that they believed the gods controlled important aspects of life such as weather, harvests and protection in battle.

Life Cycles

In science, we have been busy learning about the life cycles of different animal groups – mammals, amphibians, insects and birds and the children have developed a deeper understanding of how different organisms grow and change throughout their lives. A key focus of our learning has been the concept of metamorphosis where animals undergo dramatic changes in form, such as the stages from egg to larva to pupa to adult. We also compared the life cycles of different animal groups. The children enjoyed identifying similarities and differences, such as how all life cycles begin with birth or hatching and end with adulthood, but vary greatly in the stages in between.

This topic has sparked curiosity and enthusiasm, with pupils asking thoughtful questions and making excellent connections with prior years' learning.





Year 6

Voices of Change and Sporting Spirit!

In the final weeks of term, Year 6 have been busy making their mark both in the classroom and beyond! In English, pupils have been crafting powerful biographies after researching key figures from the suffrage movement. Inspired by the evocative style of David Roberts, they carefully selected language to stir both sympathy and admiration in their readers. Their writing truly brought these courageous individuals to life, highlighting not only historical facts but also the determination and resilience behind the fight for equality.

On Tuesday evening, excitement was high as Year 6 took on the staff in a thrilling netball match. It was a fantastic event filled with good sportsmanship, teamwork, and plenty of memorable moments! While the children demonstrated impressive skills and bundles of energy throughout, it's fair to say the same standard wasn't always matched by the teachers..! The match ended in a narrow win for the teachers, but it was the children who stole the show. Thank you to Mr Webb for organising.

We were also delighted to take part in the PTA Hop and Hunt this week. Pupils had a wonderful time getting involved, and our PTA reps rose to the responsibility of helping the younger children take part in the event, excellently. Thank you to the PTA for organising the event and helping raise funds for our new playground!



Sporting Success

The Summercroft Tigers Cheerleading Squad were thrilled to attend a Display Day at the weekend. They were able to demonstrate great leadership & communication skills alongside problem solving, working to deadlines and a whole host of other soft skills, as well as remembering their chant, pom dance & cheer routine for all their super fans.

Go Tigers!





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:

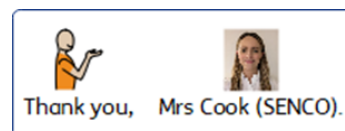
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[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.



New SEN Signposts:

- 'Understanding My Autism' & 'Understanding My ADHD' courses for children starting in January 2026
- Neurodiversity support Hub- for children with a diagnosis or awaiting an assessment



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.



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

ESSENTIAL ONLINE SAFETY

Children and young people use the internet every day to learn, play, and connect, but the online world is not always safe. For adults, it can be hard to keep up with the risks, including harmful content, cyberbullying and scams. These 10 tips provide clear and practical advice to support safer and healthier digital habits, helping young people to make informed, secure choices when using technology.

1 START EARLY CONVERSATIONS

Begin talking about online behaviour from the moment children start using devices. Use age-appropriate language and revisit topics regularly, making it clear they can speak to you about anything that upsets or confuses them. Keeping these chats open helps build trust, so children are more likely to come to you when needed.

2 PROMOTE SAFER SHARING

Children can overshare without understanding the risks. Remind them that photos, locations, or messages can be copied or shared beyond their intended audience. Explain how even private messages or group chats can be saved and/or misused. Talk about what is appropriate to post, message, and who it's safe to share with.

3 ENCOURAGE DIGITAL BALANCE

Many apps and games are designed to keep users engaged through rewards, likes, or constant updates. These features can make it hard for children to switch off. Talk openly about how these systems work and help children recognise when it's time to take a break. Building in tech-free routines supports a healthier balance and awareness of their screen time.

4 CREATE A SAFE SPACE FOR CONCERNS

When children come to you with a concern, respond with interest and care, rather than with alarm. Keeping your reaction measured helps them feel safe and supported. This doesn't mean ignoring serious issues; it means showing that you're there to help. When children trust that they can speak openly, they're more likely to feel supported through unpleasant online experiences, and to ask for help in future.

5 STAY INFORMED AND CURRENT

With emerging technologies like AI moving and changing so quickly, it's important to stay updated on how children are using new platforms, apps and games. Ask them to show you what they use and let them take the lead as you explore together. This opens up valuable conversations and helps you stay ahead of emerging risks and trends.

6 TEACH CRITICAL THINKING

Talk to children about how to recognise unreliable information or scams online. With AI-generated videos, photos, and stories becoming harder to spot, help children question what they see and encourage them to look for evidence, check sources, and ask questions. These skills will help them avoid risks, make smart choices, and develop healthy habits for the future.

7 SET CLEAR BOUNDARIES

Involve children in conversations about device usage so they feel included. Agree on digital rules such as screen-time limits, age-appropriate apps, and no devices in bedrooms overnight. Use parental controls to block or filter harmful content and explain that rules are there to protect and support them, not to spoil their fun.

8 LEAD BY EXAMPLE

Children often copy the behaviour of adults around them. Show them what balanced, respectful, and mindful use of technology looks like, such as avoiding scrolling during family time and speaking kindly in messages. If you expect certain behaviour from them online, make sure your own habits reflect the same standards.

9 EXPLORE PRIVACY SETTINGS TOGETHER

Show children how to use privacy tools on apps, games, and websites. Teach them to use strong passwords, block or report others in response to problems, and avoid sharing personal details. Explore settings together so they feel confident and in control, and explain that these features are there to help them stay safe online.

10 KNOW WHERE TO GET HELP

Familiarise yourself with tools and organisations that support online safety. The National College offers online safety guides and webinars which provide tips on staying safe. Websites like Report Harmful Content and GEOP can be used to report when something goes wrong. Show children how to report or block users, and where to go if they feel unsafe. Make sure they know that asking for help is always the right thing to do, and be prepared to support them.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday

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