

Head Teacher's Message

Yesterday saw a number of our children have the opportunity to watch first-class tennis at the O2. They were fortunate enough to watch Roger Federer, Rafa Nadal, Andy Murray and Novak Djokovic playing doubles less than 50 metres away. I can't begin to imagine how much tickets would have sold for!!! Part of our vision at Godwin is about seeking and encouraging talent – from talking to the pupils before they went about the impact that tennis coaching at Godwin has had on their enjoyment of the sport and then talking to them after the visit, it is clear that experiences such as this have a huge and lasting impact on children's self-belief and aspirations.

UNCRC Article 29: Education must develop every child's talents.



Our School Councillors had their first meeting this week. It was evident that they take this responsibility very seriously and are looking forward to helping Godwin an even better school.

UNCRC Article 12: Every child has the right to express their views and be taken seriously.



Restorative Approach to Behaviour

Pupils at Godwin are eager to learn and they enjoy school. They are very aware of issues such as fairness and consistency and so a uniform approach to behaviour management is vital. Research has shown that focussing on praising desirable behaviour has a fair greater impact on minimising inappropriate activities than paying disproportionate attention to the unacceptable behaviour itself.

Our school embraces Restorative Approaches (RA) as a means of empowering all staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Restorative Practice is a system of formal and informal processes that builds and sustains a culture of kindness, respect, responsibility and justice.

Staff engage with incidents of conflict using a restorative response. A restorative response to an incident of conflict involves asking the following questions to both the child that has been harmed and the child who has caused the harm.

What happened?

What were you thinking?

What were you feeling?

Who do you feel has been affected by this?

What do you think needs to happen now to make things fair and better?

Working in a consistently restorative way in school has a positive benefit for all parties. Those who have caused harm through their behaviour are able to learn how to behave better and are held to account for putting right the harm they have caused. Those who have been harmed are given a voice in deciding what needs to happen next so that they can heal and move on from the situation with their dignity and sense of safety restored.

The Positive Behaviour and Anti-Bullying Policy are available on the school website.

Please read and keep the Restorative Approach to Behaviour leaflet for reference purposes.



EasyFundraising

Help raise funds for the school.

All you have to do is sign up to support us using the link below. Then every time you shop online, go through the Easyfundraising website or App and we'll receive a % of your spend as a free donation, at no cost to you to us. These donations really mount up and make a BIG difference!

You can find our Easyfundraising page at:

https://www.easyfundraising.org.uk/causes/friendsofgodwinpta/?utm_campaign=raise-more&utm_content=en-e1

As you can imagine, school budgets are very squeezed but at Godwin we firmly believe in providing a rich learning experience with lots of opportunities to make our curriculum 'come alive'.

We desperately need to raise additional funding to ensure that we can continue to do this.

Can you help?



We would love to have an active PTA, with people giving as much or as little time as they are able to – many hands make light work and everything makes a difference.

Could you help with:
selling cakes?
designing fliers?
asking for raffle prize donations?
helping organise a quiz night?

We also need some-one who could help by making a wall-mounted ukulele rack (you wouldn't believe what it will cost to buy one!)

All help would be greatly appreciated – our children deserve the very best and we want to give it to them!

Please email info@godwin.newham.sch.uk

ENTER OUR POETRY COMPETITION!

We are joining in with Greenpeace's **Poems for the Planet competition**. Children can write an original poem of any kind on the theme of **hope and the environment**. Children received an entry form for the competition today.

Each Friday, one entry from Godwin will be chosen as our weekly winner and receive a prize. All entries will also be submitted to the national competition. The last date to hand in poems will be Friday 21st October.



GREENPEACE

Teachers2Parents App

The vast majority of our communication with families is via electronic means – either via email or the Teachers2Parents App.

We have been experiencing some difficulties with email communication with new Year 3 families as the data did not transfer smoothly from the children's previous schools so we are having to manually input contact details. Apologies for the delay with this and any inconvenience this may cause.

The Teachers2Parents messaging App is free to download.

1. Go to Google Play (Android) or App Store (Apple)
2. Search for 'Teachers2Parents'
3. Download the free Teachers2Parents App
4. Enter your mobile number
5. It will send you a verification code which you enter on the next screen
6. You will then be taken to the welcome message
7. Once completed (or skipped) you can use the App

We hope this will help you to receive our communications more efficiently and readily.



After school clubs began on Tuesday 20th September and the children seem to be really enjoying the range of activities that we have on offer. We still have a few spaces in the following clubs:

Monday – chess (Y5 and Y6); Environment Club (all children)

Wednesday – News Club (all children)

Please email the school office with your child's name and class if you are interested in a place.

UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural activities

Lining Up Cup

This week's winners are:
4T and 6W

Congratulations to these classes!



Punctuality Cup

This week's winners are:
3B, 3K, 4Y, 4Z, 6K, 6O

Congratulations for all arriving
on time every day!



**KEEP
CALM
AND
BE ON
TIME**



**PLEASE PUT
DONATIONS
HERE**

**DRIED
PASTA**

RICE

**BREAKFAST
CEREAL**

**WASHING
UP
LIQUID
(SMALL)**

**WASHING
DETERGENT
(BLOCKS)**

BISCUITS

**LONGLIFE
MILK**

TEA

JAM

COFFEE

SUGAR

SQUASH

Please ensure everything is in
date.

Article 24: You have the right to clean water, healthy food, a clean environment and good healthcare

Article 22: If you are a refugee, you have the same rights as any other child in the country.

Article 6: You have the right to life, to grow up and reach your full potential.

2
ZERO
HUNGER



We know that now, more than ever, many parents and carers will be struggling to feed their families. If you are in a position to help others, please donate any items in the collection bins by each gate. Thank you.

National Cycle to School Week: 3rd - 7th October

Cycle to School Week is a week-long event where families are encouraged to try cycling and scooting to school.

It's a great way to celebrate the vast benefits an active school run brings, including its positive impact on children's health and wellbeing, local air quality and carbon emissions.

We would love all of our families to join us in promoting sustainable, healthy travel. Make your pledge to do something this Cycle to School Week and you will be entered into a prize draw to win a brand new Frog City 61 Bike.

<https://www.bikeability.org.uk/cycletoschoolweek/>



UNCRC Article 24: Every child has the right to a clean environment

Language of the Half Term

At Godwin, we recognise Article 30 of the UNCRC which states that every child has the right to use the language of their family. Each half term our children vote to choose a new language which we will all learn some simple phrases in and complete the register using.

Our language of the half term is Bengali; if your family speak this at home (which we know many of our families do), please support us by asking your child to let their teacher know so that they can assist!

Jewellery

For Health & Safety reasons, children should not wear any jewellery to school (except for Kara and stud earrings). Please help us to avoid accidents and upset by ensuring that your child does not wear necklaces, bracelets, rings etc to school.

Thank you.



Achievement Awards

- 3B – Jannatul – for persevering with her learning and working collaboratively
- 3I – Gabriel - for persevering with his times tables
- 3K - Alisha - for persevering in maths and making good choices
- 3Z - Shuhn - for excellent collaborative skills
- 4K - Sidra - for persevering across all subjects and working collaboratively
- 4T - Yazel - for commitment to learning and considering her choices
- 4Z – Fahim - for making a great effort when explaining his reasoning in maths
- 5J - Eloise - for choosing to produce work (at school and at home) of a very high standard
- 5M - Yousef - for considering his choices and maximising his learning time
- 5V – Forest - for considering his choices carefully and evaluating information when working in history lessons
- 6B – Megan – for demonstrating exemplary behaviour and application of all of the Learning Powers
- 6K - Adil - for displaying curiosity in his learning
- 6O – Alimah - for explaining her reasoning in maths
- 6W - Rhea - for excellent collaboration during PE

Parent/Carer Conferences

Year 3

3Z: Monday 10th & Tuesday 11th October

3B, 3I, 3K: Tuesday 11th & Wednesday
12th October

Year 5

Wednesday 12th October
Thursday 13th October

Year 4

4K, 4Y, 4Z: Tuesday 11th October
Wednesday 12th October

4T: Wednesday 12th & Thursday
13th October

Year 6

Wednesday 12th October
Thursday 13th October

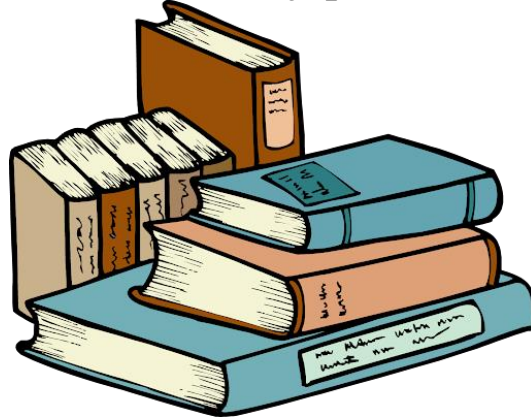
Due to staff training and after-school clubs that teachers are involved with, we are holding our Parent/Carer Conferences on different days of the week. Apologies if this causes any inconvenience.

Further details as to how to book your appointment will be sent out very soon.

Reading Books

We have noticed that we still have a large number of 'Godwin' reading books missing.

Please take time over the weekend to have a look at home to see if you have any school books from last term and return them to us on Monday please!



Mindfulness Corner

Every Friday this half term we will be sharing with you a link to a different group or organisation that have resources for mental health and wellbeing.

(Please Note: we are not endorsing any particular site nor are we ambassadors for it - but we are merely providing pointers towards sites that might be interesting/helpful).

This week we feature:
MENTAL HEALTH FOUNDATION

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>

You can have it all. Just not all at once.

Oprah Winfrey



Learning Powers

At Godwin Junior School we promote and encourage seven different learning powers:

Being curious, persevering, evaluating, collaborating, embracing mistakes, explaining reasoning and considering choices.

This week, we'll focus on embracing mistakes. This is more than simply acknowledging that mistakes are inevitable - it is an understanding that mistakes are fantastic for learning and that we should welcome them. How can this be true?

1. Learners who make mistakes are being challenged – this is the best way to improve. It is natural to have misconceptions or to struggle when the skills and information in a lesson are new or tricky. Because of this, we praise those who have made progress and worked through mistakes as opposed to praising perfection.
2. Aiming to make zero mistakes and perform flawlessly is sometimes called 'performance mode'. This is great for tests, whether it's times tables, GCSEs or a ballet exam, but being stuck in performance mode over long periods of time can cause stress and anxiety.
3. If a classroom or home is a safe, pro-mistake environment, children feel empowered to take risks and attempt more strenuous learning. These children actually learn more quickly than those who are held back by a desire to be impeccable.

This week, pay attention to your own reactions when your children make mistakes. Are you worried, annoyed or frazzled? What about when you make mistakes yourself? Consider challenging yourself to greet mistakes with positivity – you might be glad you did.

