

Dear parents and carers,

As we approach the Easter break, it has been a very busy term for our staff and pupils and we look forward to this chance to relax and energise! It has been another really action-packed term, fully illustrated by all the wonderful photos and accounts from classes in this newsletter. Bringing the curriculum alive is a real strength of our school and it is great to see the wide range of opportunities that our pupils have.

Time for a goodbye: After six years here with us at Ramsgate Holy Trinity (and many more in school finance), Mrs Sutherland, our school bursar, has decided to retire. Her last day with us is today. She has been an integral part of our team. She will hand over the financial affairs of the school to Mrs Perrott. We wish Mrs Sutherland a very relaxed last day and then the happiest retirement with lots of bird watching, country walks and wildlife photography.

Thank you for your ongoing support and coming to parent consultations to discuss your child's progress this Wednesday. Please have a fun-filled Easter break and, hopefully, we will have lots of sunshine. We look forward to Term 5, starting 22 April.

Mrs Egan

Year 3 - Rocks and soil

This term, Year 3 has had an amazing time diving into creative and hands-on learning experiences! One of the highlights has been exploring Frank Bowling's artwork. The children embraced the "give it a go" attitude as they experimented with different techniques and colours, creating their very own masterpieces inspired by his unique style. It's been wonderful to see how each child brought their creativity to life!

In addition to art, we've had a fantastic time learning about rocks and soils. The children have been curious and excited to explore the different types of rocks, how they form, and the various uses of soil. This hands-on learning helped them understand the world around them in a fun and engaging way. To finish the term with a bang, we created 3D volcanoes! The students had a blast building their own volcano models, and then we took them to the school field to watch as they erupted in a mini volcanic spectacle. It was a fantastic way to wrap up our science topic and bring everything we've learned to life. It's been a term full of exploration, creativity, and fun, and we're so proud of how Year 3 embraced every challenge with enthusiasm. We can't wait to see what next term has in store!



Colour Run

At the start of the term, all the children took to the school field to celebrate Holi, the festival of colours, with a fantastic colour run! Our school embraced this vibrant festival by inviting both children and adults to join in the fun. Dressed in white clothes, everyone eagerly lined up to race around the field, getting splashed with bright powders. The air was filled with vibrant colours of pink, blue, yellow, and green, creating a stunning rainbow effect. Laughter and excitement filled the air as children encouraged each other while adults joined in the fun too.

The colour run wasn't just about running—it was about coming together as a community to celebrate and share a moment of pure joy. It was a truly unforgettable experience for everyone!

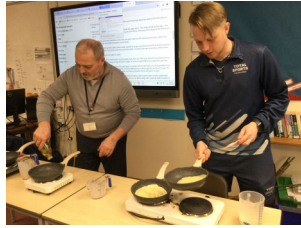


Year R at the park!

As part of our literacy learning, Year R went on a spring scavenger hunt in the park. The children had an exciting time searching for signs of spring. We spotted lots of insects buzzing around, birds singing in the trees, and buds beginning to bloom. The children also noticed new leaves growing on the branches, signalling that spring had truly arrived. This hands-on experience helped them connect with the season, and everyone had a great time exploring nature. It was a wonderful way to learn about spring while enjoying the outdoors and practising their observation skills!

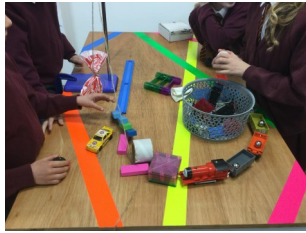
Year 6 Pancake Day Fun!

Year 6 students had a fantastic time making pancakes! Everyone got involved: mixing, flipping, and decorating their pancakes with yummy toppings like syrup, fruit, and whipped cream. It was a delicious way to celebrate teamwork and creativity. Everyone agreed, it was the best pancake day ever!



Year 3, 4 and 5 Discovery Planet

Years 3, 4 and 5 students visited Discovery Planet at the top of Ramsgate High Street for a full afternoon of hands-on learning and fun! The students explored how the harbour uses pulleys and levers to move heavy loads, discovering the important role these simple machines play in making tasks easier. They were amazed by how such simple tools can lift, carry, and shift large objects! After the exciting learning session, the students had the chance to get creative and build their own Rube Goldberg machines. Using various materials, they designed intricate contraptions that completed simple tasks in fun and complicated ways. It was a fantastic opportunity for the students to think critically, problem-solve, and work together as a team. Everyone had a great time, and it was an unforgettable experience that helped bring science to life!



Easter at the church.

This Monday afternoon, the whole school had the privilege of attending our local church, Ramsgate Holy Trinity Church, for our Easter Service. It was a wonderful opportunity for the students to come together and celebrate this special occasion in a meaningful way, reflecting on the significance of Easter in a beautiful setting.



World Book Day Fun at Our School!

World Book Day was a huge success this year, and the children had a fantastic time celebrating the magic of books! The highlight of the day was the costume parade during assembly, where students proudly showed off their creative outfits to the whole school. From pirates to superheroes, the costumes were absolutely amazing! In addition to the parade, Year 3 and 4 took part in a special "Literacy Live Lesson" run by the BBC, where they explored new ways to bring stories to life. Other classes enjoyed a range of book-themed activities throughout the day, from story writing to book quizzes. It



was a wonderful celebration of reading, and everyone left the day feeling inspired and excited about their next book



Red Nose Day – Sports Takeover

As part of Red Nose Day, we had a Sports Takeover in the morning. The school had a fantastic afternoon working with their buddy classes. They teamed up to create "emotions boxes," which were decorated and filled with helpful suggestions and techniques for managing anger and sadness. This activity focused on mental well-being, providing the children with useful tools to cope with difficult emotions. It was a fun and meaningful way to promote emotional awareness and support each other.



Book Bands

Dear parents and carers,

I wanted to clarify how our school's book banding works and how we guide children through our book banding. Once children are secure enough readers and leave our phonics-based reading scheme, we will treat them as free readers and they start off on books banded 14 and 15 initially to boost their confidence. Often these books are easier than the ones they had just finished on the phonics reading scheme, but it gives everyone immediate independence. That is for most children towards the end of Year 2.

In the past, a long time ago, library books were grouped into bands by colour. Unfortunately, most teachers and TA's had trouble remembering or finding the chart how the colours progressed. And so the numbered system was thought up because everyone could just about remember that 23 is higher than 17. The number bands are recommendations for the key stage 2 year groups from where to choose their books. Out of interest, about 60% of our entire school library (not counting non-fiction titles) are band 18. All those books banded as 18 are suitable for children 7 to 11 years old.

The reason for the banding is very simple: to be able to guide a child quickly to find a book, to be able to say "here is your next book, try that one". The way we band our library books is based on Accelerated Reader. Our in-house method – which is not fail-proof - results in a guide based on the language difficulty a title is given by Accelerated Reader, the intended age of the target audience and/or the content. Teachers and teaching assistants will keep an eye on who is taking a 23, 24 or 25 because the intended target audience would be 12+ or 14+ age-wise and the content or the language level may not yet be suitable for your child (in our opinion).

The reading band on its own is not an indicator whether a child is a good reader or is still struggling with the finer points of inferences or being able to deduce what unknown words mean in context. It is also important to remember that rereading of books is a requirement laid out by the National Curriculum; and we as a school will encourage our children to reread a book. Even if it was not outlined in the National Curriculum, to read a book again means – sorry to be a bit sentimental here – to meet an old friend again. We whole-heartedly believe that children should choose what they want to read and, most importantly, read for enjoyment.

Which bands we recommend for a child is just that: a recommendation to fully enjoy a book. When we teach English, we will continue to teach and move both language skills and reading comprehension skills on. I hope this disperses a bit of the myth that children must move up through bands or are a better reader if they read a book with a high number; and it does not mean either that if they have not accessed a particular reading band by a certain point in time, they have missed a major milestone. Let's just enjoy reading!

Kind regards,

Steffi Egan

Deputy Headteacher

