

Newsletter Friday 18th February 2022

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Information for Parents



We need a Parent Governor at WFS

Please see the information at the end of the newsletter about being a Parent Governor at WFS, application forms will come out after half term.

Please note, we are only allowed to supply Lateral Flow Tests to our Secondary aged pupils and above i.e., those in Years 7 – 14 only.

Today we say Goodbye and Good Luck to Julie G (One of the Teachers in 11SG) who is off to pastures new!

Many thanks to all Parents & Carers for their continuing support during what has been a tricky half term covid wise! We're hoping for a more settled half term next time!

The menu for week commencing Monday 28th February will be Week 2.



COMMUNICATION TEAM News

Hi everyone,

Just letting you know we now have a set of WFS core signs that we are encouraging everyone to use. You will find videos of these signs on our WFS website in Our Learning/Communication/WFS Core Signs or just follow the link. We hope you find them useful!

<https://www.wfs.worcs.sch.uk/page/?title=WFS+Core+Signs&pid=258>



Vaccination Information

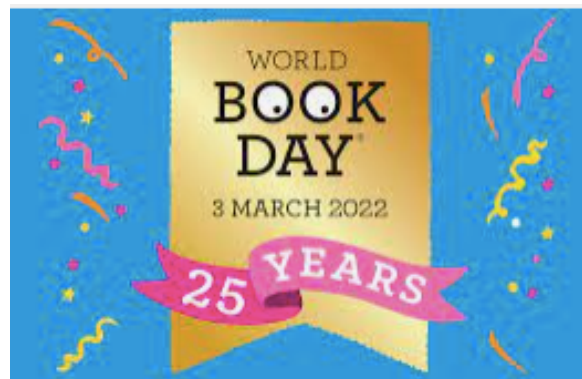
Year 9 DTP/MEN ACWY Vaccination

The Vaccination Team will be in school on Wednesday March 2nd to deliver this vaccine to all Year 9's. They are no longer sending out paper copies of consent forms, all Year 9 Parents will be emailed the letter today with the link to click on to give / not give consent. **The link will expire on Friday 25th February,** so please respond before that date. **Please click on the link even if you DO NOT give consent, thank you.**

WORLD BOOK DAY!

World Book Day 2022 is on **Thursday 3rd March** and we need your help! For one of our activities on World Book Day, we need clean, clear, empty plastic drinks bottles please. We don't mind what size and if they do not have a label on, that's even better! Please send them into your child's class teacher. Many thanks.

Every child will be coming home with a World Book Day Token in the next couple of days. This token entitles the child to a free book. The child chooses a book from the World Book Day selection and swaps their token for it. The World Book Day books will be available from most supermarkets and book shops. Go and get a World Book Day book, they're free!



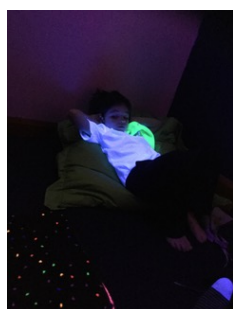
OAK Class

To conclude our topic on 'Whatever the Weather' OAK Class have read the story of Rosie's Hat where a girl loses her hat on a windy day. We have explored trying on different hats and experimented with wind using a wind machine, controlling it using a switch and seeing which objects would be blown away and watching how high and in what pattern they would fly and fall, we found that feathers, sweet wrappers and paper streamers were the best fliers!



PINE Class

The children in PINE Class have been busy this week enjoying their learning outside of the familiar classroom environment. Loki had a lovely time in the Dark Room, using the beanbags to relax and sharing glow sticks with his friends. Hari enjoyed playing hockey on the projector floor in the Light Room and knew how to follow the ball to score a goal. Jasper enjoyed the Sensory Integration room for his weekly OT session by relaxing in the egg chair and can be seen using the bucket and spade in the playground to dig and fill his bucket. Isla and Finley have been using the bikes well this week, practising how to steer it and use both their pedals and feet for motion whilst Savannah had a lovely time in the Forest School area, going for walks with her adult.



SIXTH FORM News

Class 12S have been doing travel training - catching the bus to 'Our Way' in Kidderminster, where they have been keeping fit and practising their ball skills!

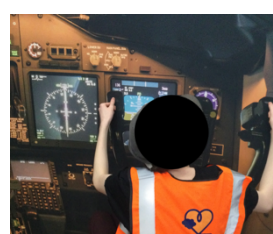


Sixth Form's creative enterprise, 'Dancing Leaves,' opened their first pop-up shop on Friday and Monday, selling a range of quality Valentine's gift, including hanging heart decorations, brooches and cards. It was a roaring success! We look forward to creating some more products to sell for Easter.



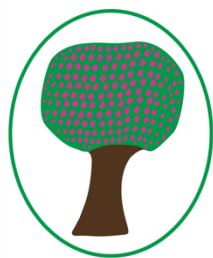
"On Monday 14th February 12S went to the sports hall to look at the fly2help workshop. 12s enjoy getting involved in learning how the airport security works pupils were scanning each other and checking people to see if they had got any metal on them. We learnt how much liquid we can take on aeroplane which is less then 100ml. We learnt about the different jobs in an airport. One pupil got to be an air hostess making sure the passengers are sat down and put their seat belts on, while other pupils got to be pilots."

This newsletter segment was written by Chloe in Class12S.



Sixth Form and Year 11 took part in a Microsoft Team meeting about apprenticeships. The learned about linking their hobbies and interests to work skills and qualities.





BLOSSOM TREE CAFE

Blossom Tree Café had a special customer on Tuesday. MP Mark Garnier was visiting the area and popped in for a coffee. The students chatted to him, telling him about what they did in Sixth Form and how they enjoyed working at the café. They told Mr Garnier it helped with their confidence and they gained valuable work experience and skills from it.



Alex from Class 12K took charge of making meatballs and spaghetti in ILS this week. He followed a recipe really well and the group thought it was really tasty!

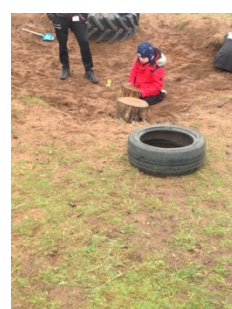


Class 12K enjoyed taking part in Fly2Help workshop, we learnt lots about flying and enjoyed taking part by being traffic controllers, security in the airport and flying the plane!



HAZEL Class

HAZEL Class have been enjoying forest school, exploring the different plants, areas and working on using tools to whittle a stick.



Class 11SG

Class 11SG have been learning about volunteering. They walked to Habberley Valley Park to do some litter picking for the Pick Up Artists of Kidderminster. They were extremely sensible and collected lots of rubbish. They made very good volunteers.



SPRUCE Class

SPRUCE Class have travelled to Ancient Egypt and learnt all about mummification. We mummified a peer and then created our own mummies. Pupils can recall the process of mummification. It didn't take us 70 days, but we had a good go.



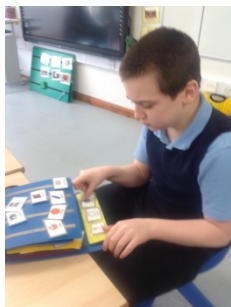
HOLLY Class

This week HOLLY Class have concluded their Chinese New Year topic with a Chinese themed party - we have dressed in red and yellow, eaten themed food, made Chinese party hats and played Chinese bingo.



BEECH Class

This week, BEECH Class have worked really hard to develop their communication skills using pecs and ALD's and have been doing great listening and following instructions too.



ALDER Class

This week ALDER class have been developing their gross motor skills within our physical sensory sessions, by using a range of equipment and enjoying turn taking skills.



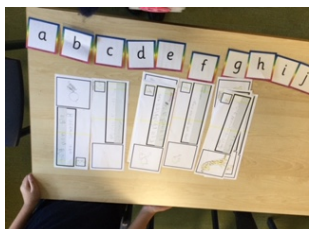
FIR Class

In FIR Class this week we have been practising and performing a traditional Dragon dance as part of our Chinese New Year topic. We loved listening to the music and moving the beat. We all worked together to move our long dragon around the room and moved him up and down and side to side. Amazing teamwork everyone!



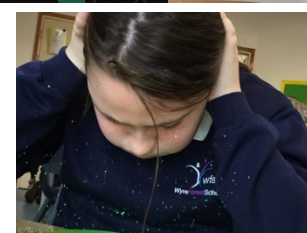
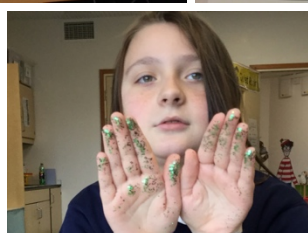
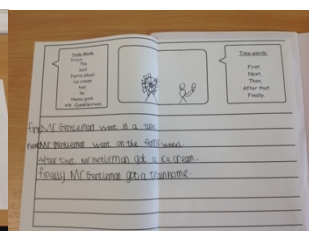
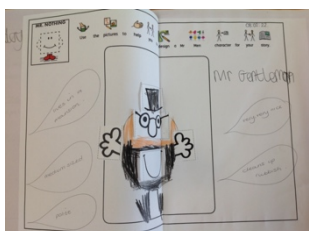
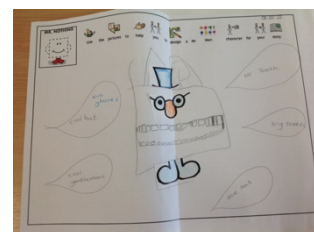
ROWAN Class

ROWAN Class have been working well together this week to produce a musical soundscape to accompany our Monkey Puzzle Story. Each child chose their instrument to represent an animal in the story and played whenever their animal appeared in the text. They focused and worked so well together it really made the story come to life. In art we have been using different press printing techniques and using these to create beautiful patterns or animals for our jungle display. Kayla was so excited by our jungle work that she made an amazing jungle mask of her favourite animal. Can you guess what it is? We will have to have a jungle party so that she can wear it!



ASH Class

ASH class have worked really hard this week designing their own Mr Men character, they then wrote story about their Mr Men. They have also enjoyed learning about the importance of washing their hands to stop the spread of different germs. They had great fun pretending the glitter was the tiny little germs on their hands.



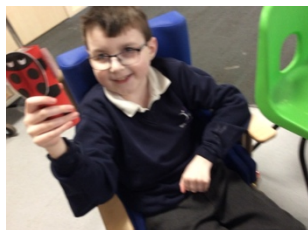
Class 10H News

In Class 10H, the Young Adventurers Club have sadly finished with us. We took part in bush crafts, making bread on the open fire, archery, orienteering, and shelter building. The pupils all had an amazing time and it was great to see the confidence growing throughout the sessions. We are very sad to see Connor and Neil leave! I think the GB archery team might be worried when Lisa our TA had a go!



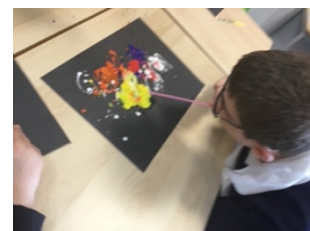
BIRCH Class

BIRCH Class have had a busy week, we have made ladybirds. We have been Learning new cutting skills and practising our tracing over lines and letter formation, even creating our own car tracks. 👍 Great job Birch class



CHERRY Class

Pupils in CHERRY Class have been looking at different techniques in art - they have loved the technique this week of blowing the paint through a straw. What a lovely way to end a super half term.



Russell House News

Busy week at Russell House this week, with a Valentines party!



Have a great half term, and we'll see you all back on Monday 28th February !!!



We need a parent governor at WFS.

WHAT IS EXPECTED OF A PARENT GOVERNOR?

Governors are in a unique position on a Governing Body. Not only do parent governors have to work in the best interests of the school, but they have to balance this with their natural desire to see the best outcomes for their own child(ren). The aim of this information is to provide details on the specific role of a parent governor and suggestions for how to deal with some of the tricky situations which may arise.

The Role of the Governing Body

The Governing Body acts collectively and the first loyalty of every governor must be to the school. Governors support the staff and headteacher of the school but also act as a 'critical friend.' The role is strategic, not operational. This means that the role of the Governing Body is to plan long term for the school, make sure it is well staffed and spends its budget wisely, and to help construct all the general policies which make the school an efficient, caring and fair environment for learning. It is the delegated responsibility of the headteacher to manage the space, time, equipment and people on a daily basis and respond to any inappropriate behaviour or dangerous situation as it occurs.

The Role of the Parent Governor

Like all other governors, parent governors have three strands to their role:

- Take a strategic role
- Act as a critical friend
- Ensure accountability

What are the good bits about being a parent Governor?

- You have a very privileged and responsible role
- You have the opportunity to make a difference for children now, and in the future
- You have an opportunity to make a difference for parents and to influence the way in which school works with them
- You will learn a lot and develop new skills

How to fulfill your role:

- Attend Governing Body meetings regularly. These are held six times a year, usually at 6pm, and can last up to 1.5 hours.
- Play an active role in sub-committees and decision making
- Learn all you can about the school
- Be approachable to other parents, but make sure you are clear about your role
- Always represent the school positively
- As a governor, you are one of a group and must never act alone
- Always support the decisions of the full Governing Body
- Have your say on decisions in meetings, and vote in the way you wish, but then support the outcomes of the vote, even if you disagree with them
- Always, always observe confidentiality. You will get to know a lot of highly sensitive and confidential information. Do not discuss this with anyone who is not a governor. *A governor can be suspended for serious breaches of confidentiality.*

Myths and facts explained and common misunderstandings:

A. Representative NOT Delegate

Parent governors are representative parents **rather than** representative **of** parents. A Parent Governor is NOT a delegate. This means you don't have to adopt the opinions of

other parents when you vote. You are a representative, which means you listen thoughtfully and can report to fellow Governors vital matters shared by many parents. But when it comes to voting, a representative follows their own conviction of what is right for the school and also heed the views of other governors. *That's the difference between a representative and a delegate.*

The important thing to remember is that once a decision is made, irrespective of whether a parent governor supported it or not, then their loyalty is to the governing body and the school. Sometimes, other parents do not understand that you are not a delegate and not elected to represent them or their personal views. Other parents cannot mandate parent governors on how they should vote or what they should say in governing body meetings.

As a parent governor, you may find situations where you need to act as a Governor first and remind yourself that you are a representative parent and NOT the parents delegate on the Governing Body.

It is **not** the role of the Parent Governor to gauge views of parents and carers in the school playground to be discussed at governing body meetings. A parent Governor must have a context for an agenda item and it isn't efficient to bring in the latest school-gate report.

If the Governing body agrees that it would like the views of a wider cross section of any stakeholder group, it is for the whole governing body to decide how to do this.

B. The Reality

What makes the reality of a parent governor a little different is the extra dimension of having your own child(ren) attend that school. Parent Governors should deal with personal issues in the same way as any other parent and not through their role as governor. Equally, parent governors should not use the meetings as an opportunity to raise any personal issues or issue relating solely to their own child.

C. Acting as the Critical Friend

Often, parent governors who have lots of contact with the school say that this aspect of their role is difficult. Parent Governors must put personal interests aside and participate in governor meetings in the interests of the school as a whole and specifically the interests of the children in the school.

D. A Democracy

No individual governor can make anything happen. The only 'power' belongs to the Governors acting together by majority vote. Sometimes you may care very strongly about an issue but must accept that your view is not supported by the other members of the Governing Body.

How to deal with approaches from individuals

Sometimes parent governors find they are approached by parents with individual concerns. Parents may feel that you should become involved in their own child's issues with the school or a complaint. But it is not appropriate to take the issue to the governing body and they should encourage the parent to take the matter up with the child's class teacher or the Headteacher. The governing body deals with school policies and meetings are not the place to take individual problems. Parent Governors must make it clear that they can't act for the governing body. Sometimes parent governors may have to explain why the Governing body has made a decision a certain way and must be prepared to explain why.