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School of London

JANUARY 2024

NEWSLETTER 5



Happy New Year everyone!

We hope that you have had a nice holiday, it's been great to see the enthusiasm of all the children on their return.

This newsletter is full of news and updates, so please read carefully so that you don't miss anything! If you need the newsletter in Portuguese, please contact the school office (se precisar da newsletter em Português, entre em contato com o office).

Admissions

As the school building grows, the number of pupils on roll also needs to increase. As you know, parent voice is by far the most powerful tool when growing. Many people think that our school just offers a curriculum in Portuguese or that we are a private school. We need your help! Let's get the word out there! Here's how you can help:

- If you have younger children currently attending nursery or have contacts with local nurseries - please take some flyers and distribute
- Sharing leaflets about the school with family, friends, work places, GP surgeries, libraries, external providers where your children attend clubs etc
- Communicating on social media platforms and parent groups on facebook for example: local groups (where you live), forums etc

In-year admissions

Movement in London, large city primary schools, is very common. If you have friends who have children currently attending Reception to Year 3 elsewhere or abroad and would like a place at APSOL, please provide them with the school contact details so that we can support with the admission arrangements.

Reception 2024 admissions

If your child was born between 1/9/2019 and 31/8/2020 they can start primary school this September.

The application deadline for Reception 2024 starting this September, is soon approaching (15th January).

Apsol siblings joining Reception September 2024

If you already have a child attending APSOL, you still need to notify the school that you require a sibling place so that we can monitor the admissions list to ensure all your children are given the same school.

Please complete this google form so that we can inform Wandsworth council of the sibling spaces we are expecting.

<https://forms.gle/Q1yQB2FXqLbxPeZCA>

New parents applying for a Reception September 2024 place

All parents need to apply via PAN London, by completing an eadmissions form with your local council (where you live).

When completing the form, you need to provide the full name and contact details of the Anglo-Portuguese School of London.

<https://www.eadmissions.org.uk/>

Non-Wandsworth residents, can still apply for a place at APSOL via their local authority as the councils communicate out-of-borough places with each other around February. Please ensure that you complete the digital admissions form by 15th January.

<https://www.eadmissions.org.uk/>

International Reception 2024 applicants

If your child is currently abroad, but you would like them to be registered for a Reception 2024 place, please contact the school so that we can direct you to the international applications system. Tel: 0203 417 0905

If you have any admission enquiry, please contact the school office Tel: 0203 417 0905

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SCIENCE CURRICULUM UPDATE



Science Curriculum at APSOL Science Lead, Michelle Clough

School leadership is continuously looking at ways of improving the curriculum. After the success with our Maths scheme - White Rose Maths, we reviewed our science curriculum looking at implementing the new White Rose Science scheme from January 2024.

White Rose Science takes the highly successful approach we pioneered with White Rose Maths and transfers it to the primary science curriculum. It uses a "small steps" approach to science teaching, and closely follows the national curriculum for science for years 1 - 6.

School leadership is continuously looking at ways of improving the curriculum. After the success with our Maths scheme - White Rose Maths, we reviewed our science curriculum looking at implementing the new White Rose Science scheme from January 2024.

In addition, staff have had the opportunity to review STEAM (some people refer to as STEM) opportunities across the curriculum. See the next page for more information about STEAM.



The science curriculum in bite-size bits

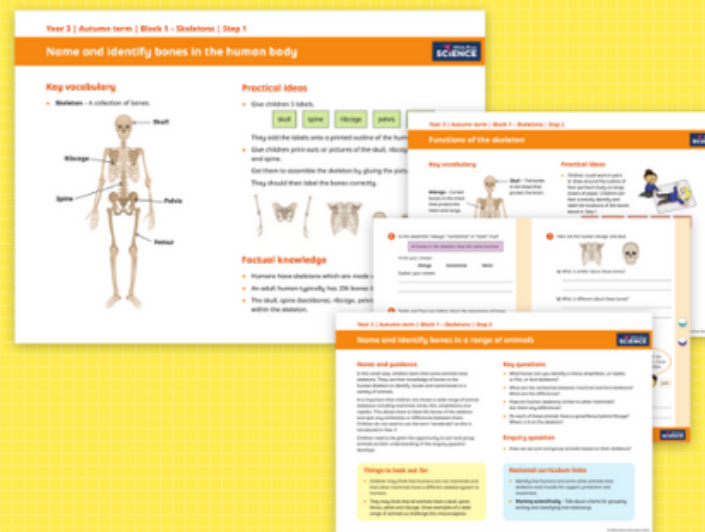
The key to the success of White Rose Science is our small steps approach. We break down the essential aspects of key stage science into easily digestible chunks.

Through experiment, practice and discussion, children gain core knowledge around:

- Scientific vocabulary
- 'Working scientifically' skills including systematic and careful observations and following practical scientific methods
- The gathering and interpretation of straightforward scientific evidence
- The use of everyday materials and scientific equipment to solve science problems
- Articulating scientific concepts and using five types of science enquiries

We believe that children should be taught science in a way that helps nurture an understanding of the value of scientific skills. We think science learning should be engaging and inspiring.

We've developed White Rose Science with those goals in mind.





STEAM EDUCATION



What is STEAM education?

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

STEM and **STEAM** have become buzzwords within education.

While STEM – an acronym for science, technology, engineering and maths – has been much discussed and is widely understood, it is the addition of A for the Arts that ensures a rounded education.

Sparking children’s imagination is a key part of a STEAM curriculum, along with independent learning, hands-on and investigative activities.

Given APSoL’s values of developing a love for learning, critical thinking, curiosity, creativity, and resilience, STEAM is an approach that we are passionate about.

At an early age, children are curious but they need a lot of help and guidance to problem solve. STEAM subjects and opportunities, encourage children to develop these skills throughout primary school, learning important skills for their next stage of education.



Why is STEAM education important?

1. Our future relies on new solutions to help people and planet.

As humanity faces increasing change, challenges and complexity, we need people with the ability to ask the right questions and find new solutions. STEAM—with its focus on not only the “how” and “what” but also the “who” and “why”—is specifically designed to develop future innovators. It encourages students to approach real-world scientific problems with consideration for their impact on humanity.

STEAM is at its heart about innovation, and innovation is about more than developing the latest gadget. Innovation is one of the keys to solving the most pressing problems of our time and ensuring a healthy, sustainable future. To name only a few recent examples:

- Battery technology first developed for cars is now being deployed to store renewable energy
- High-tech hydroponic greenhouses are helping grow food efficiently in urban areas, improving access to healthy food while reducing carbon emissions and costs
- Scientists and conservationists are using new space-based technologies and deep learning to monitor endangered wildlife populations

STEAM education is critical to ensure future generations have the skills to carry on and build upon this innovative work.

2. STEAM education prepares students for an ever-changing workforce.

As we enter a new industrial revolution, educators must prepare students for many jobs that don’t even exist yet. Humans will need to take on jobs that require creativity, critical thinking and the ability to solve novel problems—the core foundational skills addressed by STEAM.

Technologies will give rise to new positions for human workers with skill sets to leverage big data, AI, machine learning and more. There will be greater demand for augmenting and enhancing human capabilities in both soft and hard skills.

3. STEAM engages students in learning.

Many students have greater aptitude and affinity for either arts and humanities or mathematics and science.

STEAM education, with its integrated and holistic approach, helps students conceptualize these disciplines as parts of a greater whole. Rather than feeling alienated or tuned out of certain subjects, they can collaborate with others to solve problems and see subjects they struggle with in a different way.

STEAM also taps into children’s natural curiosity and creativity. If you’ve ever tried to find answers to a long series of questions asked by a child, you know how inquisitive they are about the world around them!

STEAM lessons focus on deep questioning and finding novel solutions rather than memorizing standard facts and figures that can easily be “Googled.”

While STEAM education is still relatively new compared to STEM, there are recent studies that show promising results, including improved scientific creativity, conceptual understanding and science achievement.



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CHARACTER EDUCATION



All at APSoL work consciously and conscientiously to make it a place where children acquire the character virtues that lead to success in school and university, in work and life beyond. Essential to this, is our understanding of what constitutes Character Education.

Character Education can be defined as the active development of character strengths or virtues in young people. The practice of character education is based on the view that these strengths are not merely given but can be developed through instruction and practice.

The choices an individual makes determines their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. This is why the development of character, as well as achieving academic attainment, should be the purpose of education.

“Character becomes your destiny,”Lao Tzu, Philosopher

Our work in this area is premised upon two ideas. First, that character is both ‘taught’ and ‘caught’. Taught because pupils need to learn directly about character strengths and virtues, and to be given opportunities to practise them. Caught because pupils need to be exposed to the concepts and language of character throughout their experience of school. This is best delivered through the ethos of the school, by teachers and other adults in school acting as role models, by empowering children to be role models and recognising them publicly as such, and by engineering enrichment activity so that it emphasises character development.

Character Education at APSOL

- Assembly programme embedding Virtues and APSoL Themes (Headteacher assemblies, class assemblies, PSHE focus assemblies, Values assemblies)
 - Themed events (Talent show, performances, charity events, awareness days and weeks)
 - Character awards (Virtues and values badges, Ambassadors, House Captains, Eco-school, certificates, developing young leaders)
 - Character development days (learning particular skills and traits)
 - Values stories and story sharing sessions
- Further information:

[Click to access Character Education Framework Guidance.pdf](#)

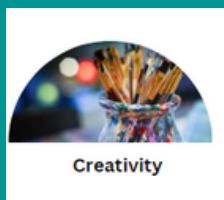
We have created our own Character Education Booklet which is currently being published for every child. These booklets contain various character development activities underpinned by our school values, that we want all children to achieve by the end of their primary education.



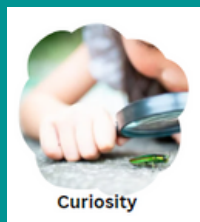
SCHOOL VALUES



Love of learning



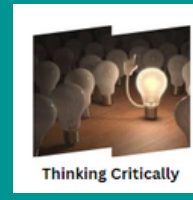
Creativity



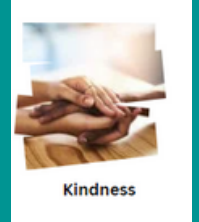
Curiosity



Resilience



Thinking Critically



Kindness



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SUPPORTING YOUR CHILD'S NEEDS AT HOME



Is your child a fussy eater?

What is TastEd?

Children are frequently fussy eaters or follow a restrictive diet at some point in their childhood and we understand that this can be challenging for parents. As such, we would like to direct you to TastEd, which is a charity that aims to support children in becoming more confident, adventurous and healthy eaters. TastEd - based on the Sapere method used in Finland and Sweden - gives children opportunities to explore food, using their senses, to help them learn to love eating vegetables and fruit, for life.

Follow the link to explore resources and strategies to support your child with developing a more varied and healthy diet.

Information and Guidance

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/sensory-food-education#:~:text=TastEd%20%2D%20based%20on%20the%20Sapere,vegetables%20and%20fruit%20for%20life.>

How you can support at home

<https://www.tasteeducation.com/tasted-at-home/>

Does your child need extra support with reading and learning phonics at home?

At APSOL, we use RWInc Phonics to teach children how to read.

Below is a link to the parent portal, where you have access to videos on how you can teach sounds and how to teach children with blending sounds.

Open this link:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Ask your child's teacher which set they are reading and click on the right set. Then select the set your child is at so that you can access resources and teaching videos.

Here you can find lots of free resources to support your child's learning.

[Free eBooks](#) | [Videos](#) | [Set 1 resources](#) | [Set 2 resources](#) | [Set 3 resources](#) | [Kits and Flashcards to use at home](#)

Read Write Inc. Phonics

We have lots of free Read Write Inc. Phonics resources to help your child, including eBooks, practice sheets and parent films. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#)

Speed sounds and Read Write Inc. Stages

If your child is learning to read at school with Read Write Inc. Phonics, they will be at one of the following stages:

- [Learning Set 1 Speed Sounds](#) 
- [Learning to blend with Set 1 Speed Sounds](#) 
- [Learning Set 2 Speed Sounds](#) 
- [Learning Set 3 Speed Sounds](#) 
- [Reading books with Set 1, 2, and 3 Speed Sounds](#) 

Does your child have difficulty with their speech or articulation?

How to help the child who stammers -NHS Guidelines for good practice at home

1. For five minutes at least 3 times a week, daily if you can manage it, arrange a time in the day when you can give your child your full attention in a calm and relaxed atmosphere.
2. Slowing down your own speech when you talk to your child will make it easier for him/her to follow what you are saying and help him feel less rushed. This can be more helpful than telling the child to slow down, start again or take a deep breath.
3. It may help to pause for one second before you answer him or ask a question. This slow, less hurried way of speaking gives your child time before answering.
4. Show you are interested in what s/he says, not how he is saying it. Look at him/her when s/he talks, then s/he knows you are listening and won't rush his/her speech.
5. Use the same sort of sentences your child does - keep them short and simple.
6. Keep natural eye-contact when s/he is speaking. Do not look away when s/he stammers.
7. Reduce the number of questions you ask. Always be sure that you give your child time to answer one before you ask another. Children can feel under pressure when asked a lot of questions at once.
8. Encourage everyone in the family to take turns to talk. This will reduce the amount that your child is interrupted and s/he interrupts others.
9. Praise your child for things s/he does well. This will help to build confidence.
10. Respond to the behaviour of the child who stammers in the same way as that of a child who does not stammer. Discipline needs to be appropriate and consistent.
11. Try to avoid a hectic and rushed lifestyle. Children who stammer respond well to a routine and structured environment at home and at school.
12. Stammering can increase when a child is tired. Try to establish regular sleep patterns and a regular healthy diet.

Improving communication and understanding with young children: NHS recommended apps and games you can play as a family to support with development

The following document has information about how to support your child with:

- Attention and listening
- Making sentences
- Problem solving and sequencing information
- Sensory support
- Telling stories

Please see document attached with this newsletter.

<https://www.stgeorges.nhs.uk/service/community-services/speech-language-therapy-children/>

Worried about your child's handwriting? Here's how you can help!

Why is teaching handwriting important?

Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain a major form of assessment for many formal qualifications. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically.

Click on this link to access advice and recommendations from the National Handwriting Association.

<https://nha-handwriting.org.uk/handwriting/help-for-parents/>

For support with specific handwriting difficulties, please follow this link:

<https://nha-handwriting.org.uk/handwriting/about-handwriting-difficulties/>

What do do if my child keeps having tantrums or meltdowns at home?

Research shows that it is more common for children to have tantrums between the ages of 1-3 years. After this, the children should have enough language to communicate their needs.

Click on the link below to see how you can support your child with having a tantrum and when to seek medical advice:

<https://kidshealth.org/en/parents/tantrums.html#:~:text=Temp%20tantrums%20range%20from%20whining,normal%20part%20of%20child%20development.>

Meltdowns are very common with autistic children at all ages. Below is a link with with guidance for all audiences:

https://www.autism.org.uk/advice-and-guidance/topics/behaviour/meltdowns/all-audiences#H2_1

What to do

If someone is having a meltdown, or not responding to you, don't judge them. It can make a world of difference to an autistic person and their carers.

- Give them some time - it can take a while to recover from information or sensory overload.
- Calmly ask them (or their parent or friend) if they're OK, but bear in mind they'll need more time to respond than you might expect.
- Make space - try to create a quiet, safe space as best you can. Ask people to move along and not to stare, turn off loud music and turn down bright lights - whatever you can think of to reduce the information overload, try it.

Anticipating a meltdown

Many autistic people will show signs of distress before having a meltdown, which is sometimes referred to as the "rumble stage". They may start to exhibit signs of anxiety such as pacing, seek reassurance through repetitive questioning or physical signs such as rocking or becoming very still. At this stage, there may still be a chance to prevent a meltdown. Strategies to consider include distraction, diversion, helping the person use calming strategies such as fiddle toys or listening to music, removing any potential triggers, and staying calm yourself.

Minimising triggers

Once you have a clearer idea what may be triggering meltdowns, think about ways you might minimise that trigger. Every autistic person is different, but sensory differences, changes in routine, anxiety, and communication difficulties are common triggers.

If you have any concerns about a behaviour or need that your child is manifesting or presenting at home/school, please speak to Ms Marta, Principal or Ms Freya, SENCO

Tel: 0203 417 0905 or emailing info@angloportugueseschool.org



WEBSITE UPDATES



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Welcome

Our School

Talent Education Trust

Our learning

Gallery

Parent Zone

News & Events

Contact Us



On our website homepage, you can find the above tabs.

Talent Education Trust

APSoL is part of a Multi-Academy trust, Talent Education Trust, and it is currently the Trust's only school. Given that Academies have to part of a Trust, the founders of APSoL also founded a Trust rather than joining an existing Trust. The aim for the future of Talent Education Trust (TET) is to expand.

All information about TET can be found on the Talent Education Trust Tab on our school website.

<https://angloportugueseschool.org/en/talent-education-trust/>

Our School

In this section you can find information about the school's aims for all our Apsolings, school performance information and school policies. We have uploaded a new school performance data which compares APSOL locally and nationally.

School performance data analysis, provided by Wandsworth REU (Research and Evaluation Unit):

<https://angloportugueseschool.org/wp-content/uploads/2023/12/School-Performance-Data.pdf>

Parent Zone

In this area of the website, you can find information about the school day, including uniform, term dates and clubs.

We have uploaded our **term-dates** for next academic year **2024-2025**. Please ensure that you book your holidays in advance and avoid booking holidays during term-time.

The children only have school for 190 days per academic year, it is not fair on them or their right to education.

Please note that we have front-loaded our 5 inset days next academic year to September 2024, giving you an extended summer.

<https://outlook.office.com/calendar/view/week>



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PARENT EVENTS, FOAPSOL & UPDATES

FoAPSOL core group:

- Rachna & Sachin Patel
Chairs
- Andreia Santos Co-Chair
- Andrei Burnescu - Treasurer
- Ana Lagarto - Secretary
- Nirvana Araújo - Social
Media
- Daiane Veraldo -
- Events Co-ordinator
- Sara Guerreiro -
- Events Co-ordinator

If you would like to support the FoAPSOL with events and activities for adults/children or whole school, please email the school office.

In December, the FoAPSOL held a bake sale which raised: £295

Thank you to all our families for participating in these events and supporting the school.

FoAPSOL Charity Status

We are delighted to announce that the FoAPSOL core group has achieved Charity status for the FoAPSOL. Given that the FoAPSOL are not-for-profit and it's aims are solely for public benefit (for the benefit of all children at APSOL), the charity status will mean that the FoAPSOL will get:

- Tax relief on surpluses and donations
- Special VAT concessions
- Access to funding only available to charities

I, the Principal, would like to thank the FoAPSOL core group for their

APSOL Play areas Fundraising: How are we doing?!

1) 20km walk & FoAPSOL bakesale £746 Thank you to everyone who participated and our sponsors!

2) school photographs - a total of £1000 has been raised so far.

3) Direct Donations: £150 Year 2 parent

4) International day: £226

5) School disco: £390 (-hall hire)

6) December bake sale £ 295

Total so far: £2,807 (Autumn Term events) + £4,000 (previous years FOAPSOL) = £6,807

Reading Volunteers needed: please contact the school office if you would like to come in and support with reading, we are flexible with the timings

Thank you to all the parents who have offered to volunteer. We still need more parents! If you would like to volunteer, please contact the school office with your availability.



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SCHOOL COUNCIL & IMPORTANT INFORMATION



School council met with Ms Marta on 3rd January to discuss:

House captains: points and competitions this term

School council:

Theme for carnival 2024

What is equality, diversity and inclusion?

Eco-schools: how can we support Biodiversity at APSOL? (Especially as we are planning ahead to the completion of the building works).

My Child At School Parent communication APP



My Child at School offers parents a user-friendly online portal to access comprehensive information about their child's education. This platform ensures a secure and convenient avenue for making payments related to Wrap-around Care, School Trips, Uniform, and other relevant expenses.

All APSOL trips and uniform payments have to be made via MCAS app.

From week commencing 22nd January, all emails to parents will be sent via the app. It is therefore extremely important that parents have their contact information up-to-date at all times. This app will also be used to send emergency texts.

Family Hubs Virtual Workshops for Parents/Carers

Enjoying Time with Your Child Understanding Their Behaviour

~ Monday 22nd January ~ 1.30 - 2.30pm

Join Henrietta and Daniel (Educational Psychologists) to hear more about understanding your child's behaviour and how you can enjoy the time you spend with your child even more.



To register your interest please email or text Hannah for the link
Email: Hannah.skaife@richmondandwandsworth.gov.uk
Call: 07974 586467



Celebration



Certificates and Achievement

Well done to all the children who have received a certificate this week!

At APSOL we celebrate children for various reasons and certificates can be awarded for the following:

Star of the week

Kindness award

Maths Award

Writing Award

Portuguese Award

Reading Award

Star Award for any area of the curriculum

Children can receive Ambassador badges when they demonstrate excellent learning behaviours and a consistently positive attitude to learning, putting maximum effort in what they do.



December birthdays:

Amaryllis, Alice, Reuben, Rodrigo A, Jaime, Sebastian N, Anya, Emily

January birthdays:

Ms Andreia

Laura G, Diana, Iulia, Vicente, Aidan, Phoebe, Olivia, Mateo, Nina, Eva, Erik, Christian, Alexia,

House Points

Each child is assigned to a House at the beginning of the year. Children will participate in several house activities throughout the year. Children receive house points on a daily basis. The winning house has a very special prize at the end of the year.



Discoverers

[Click to Enter](#)

2175 Points



Expeditioners

[Click to Enter](#)

2055 Points



Explorers

[Click to Enter](#)

2327 Points



Navigators

[Click to Enter](#)

2693 Points