



# Godwin Newsletter - 22nd September 2023

preparing pupils for lifelong success



## Head Teacher's Message

Year 4's learning about the Ancient Egyptians has been enhanced by visits to The British Museum which took place this week. In London, we are incredibly fortunate to have free access to so many wonderful museums, galleries and other places to enrich our curriculum delivery and ensure that we are enacting Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) - Every child has the right to an education that develops their talents to the full. From talking to Year 4 pupils, it is clear that they learned a lot from this educational trip and we are confident that it will help to cement knowledge and understanding from different areas of our integrated curriculum.

Our new School Councillors were elected this week. This is one of the ways that we demonstrate our commitment to the British Value of Democracy and to Article 12 of the UNCRC - Every child has the right to express their views and have them taken seriously. Our School Council will meet for the first time next week and we are confident that they will be an asset to Godwin, representing the opinions of their peers and making our school an even better place to be. Congratulations to:

Arella and Eben 3Z	Elias and Goldie 4B	Siam and Inayah 5O	Eloise and Suraya 6K
Viren and Rose 3K	Yahya and Tobi 4I	Mahib and Yunus 5T	Aby and Aqib 6M
Adam and Aishah 3J	Marnie and Fred 4K	Nell and Maheen 5V	Blaze and Kourtney 6W
Mikey and Margot 3Y			

Welcome also to our School Council Ambassadors:

Maryam and Zayan 4B	Aleena and Sophia 6M
---------------------	----------------------

# 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 collaboration – the ability to work with others towards a common goal. This can be a difficult skill for children to master; they need a lot of opportunities and support from adults to do this effectively. Why is it worth the effort?

- **Embedded learning:** Collaboration embeds knowledge more powerfully through listening and sharing. A student is more likely to remember something learnt with and from a peer than something broadcast from the front of the classroom. The dialogue and discussion over new ideas and approaches to solving the task set make it more memorable and require a deeper level of skills.
- **Confidence building:** Well-planned collaboration allows all students to recognise and value the importance of their own contributions. It emboldens them with the confidence to teach and learn from others – not only their peers, but their teachers too.
- **Improved psychological health:** There has been found to be a strong correlation between cooperativeness and psychological health. A more collaborative approach could lead to better emotional maturity, well-adjusted social relations, strong personality identity, ability to cope with adversity, basic trust and optimism about people and independence and autonomy.
- **Inclusivity:** There is no such thing as an 'average' child, and collaborative learning plays to this. It can give outlier students unique ways forward. They bring their own strength and skills, which are recognised and valued by other students. Effective collaboration recognises the merit of everyone in the group, allowing each child to work to their strengths and gain support from others when needed.
- **Well-rounded citizens:** This may seem a bold claim, but as mentioned at the beginning, what we learn in childhood, we take into adult life. Collaborative practice can become so inculcated in a person that they take their skills not only on to further education and work, but into their personal lives too. The more people are equipped this way, the more harmonious society can become.

# Restorative Approaches 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 far 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 Practices is a system of formal and informal processes that build and sustain 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 who 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.

Your child will be bringing home a leaflet about the Restorative Approach. Please look out for this.



# Dates for Your Diary.

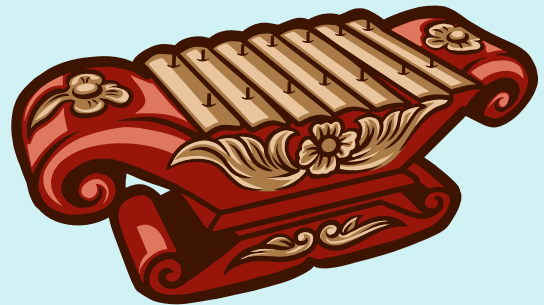
## Parent/Carer Conferences

Tuesday 10th October  
Thursday 12th October



## Year 3 Gamelan Performances

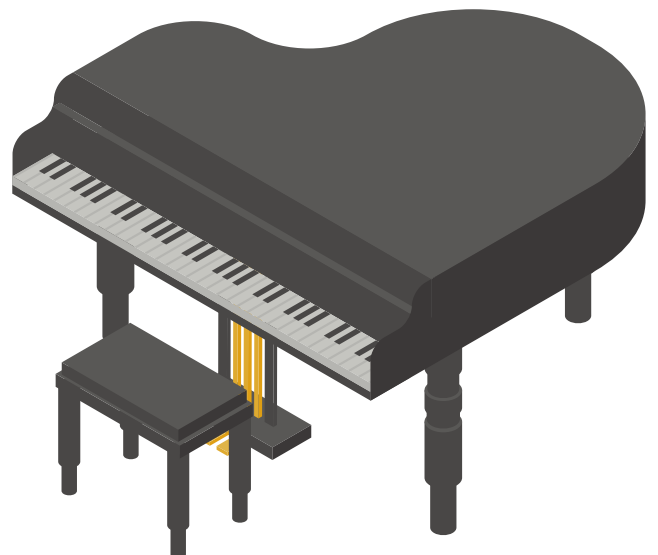
Friday 20th October  
(afternoon)



## Community Notice

A member of our local community is looking to give away a baby grand piano to a passionate instrument lover.

If you think you are the right person to provide a new home for this piano, please contact the school so we may pass on your details.



## Jewellery

We would like to remind all families that children should not wear jewellery of any kind to school, with the exception of a small pair of stud earrings.

Jewellery can cause accidents and injuries during PE and other instances of active learning. We also don't want any children to be upset by the loss of their precious items. We will kindly ask children to remove any jewellery they do wear and keep this safe in the office until the end of the day.



## Summer Reading Challenge

Thank you to everyone who helped our pupils to engage with the Summer Reading Challenge in Newham Libraries. The Challenge is due to finish on 30th September so there is still time for children to head to their closest library and finish their Challenge. There is a prize from the West Ham Foundation for the school with the most finishers in and we would of course love to win!



Libraries will also send certificates for each child who completes the challenge to the school so that we can celebrate their achievements.



# Weekly Reading Competition

name: Hanna

class: 5V



**Book Title** FING  
**Author** David Walliams  
**Illustrator** Tony Ross  
 Genre (tick as many as apply to your book)  
 fiction  scary  animal story  
 non-fiction  fairy tale  biography  
 fantasy  adventure  historical  
 humour  sports  mystery  
 other \_\_\_\_\_

This week's winners are Hanna from Year 5 and Aayat from Year 6.

Keep sending in your entries - another winner will be chosen next Friday.

**Plot**

Event 1 Myrtle wants a Fing Mother tells father to find a Fing Sunyle

Event 2 Mr Meek goes to deepest darkest jungle to find a FING

Event 3 he comes back and they are already have a FING from the pet shop.

**Setting**

At home



**Character**

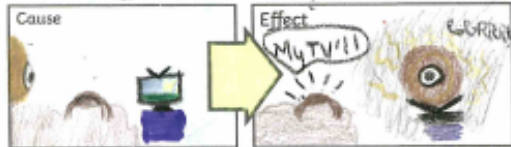


Name Myrtle Meek  
 Personality angry demanding greedy selfish

Physical Appearance Angry face, brown hair, pink cheeks

How I feel about this character and why: I feel angry and exited because Myrtle made me angry Mrs. Ms made me exited.

**Cause and Effect** of one of the events in the book



**My Star Rating**  
 ★★★★★  
 Why I rated the book 5 stars because it had an exciting part about every thing!

This book made me feel Happy because it had lots of excitement and happiness

name: Aayat class: 5M

**Book Title:** The Fantastic Mr. Fox  
**Author:** Ronald Dahl  
**Fiction or Non-fiction:** Fiction  
**Who would you recommend the book to? Why?**  
I would recommend this book to fiction-lovers and mischief makers. I would recommend it to everyone!

**What is the book about?**  
It is about a fox with his wife and small four small foxes. There were these farmers called Boggis, Bunce, and Beans, they all wanted to hunt them down for stealing their food.

**Book Illustration**

**Rating:** ★★★★★

**Can you write three facts you have learnt or three things you have learnt about one of the characters?**

- Mr. Fox love apple cider
- He has four little foxes
- He's a fox of ideas!
- He's tail got shot

# Our most colourful fundraiser is back...



Your child can join scores of other Godwin Junior School pupils (and our local MP, Lynn Brown!) and leave their mark on our school for years to come.

By sponsoring a brick for £2.50, they will help to fund the purchase of new sets of class reading books. Each sponsor can choose any brick they like on our library graffiti wall, painting their name on for future generations to see!

Simply send your child with £2.50 on any Friday, and they will be collected from class during the day to complete their masterpiece.



*Articles 38 and 39: the right to protection in war and the right to recover and reintegration*

September 21 is “Peace Day,” created by the UN in 1981 to celebrate and promote peace. It encourages unity despite differences.

UNCRC Article 38 mandates protection for under-15s in war and care for war-affected children. Article 39 calls for specialised care to restore health, dignity, self-esteem, and social integration in children recovering from neglect, abuse, exploitation, torture, or war trauma.

Peace, human rights, and the SDGs are interconnected. We must protect rights, resources, and the environment to attain peace. To do this, sustainable, compassionate governance and global cooperation are required.



*What can our Godwin community do to promote these rights?*

## Mindfulness Corner

Every Friday we will highlight a different group or organisation with resources for mental health and wellbeing. (We are not endorsing any particular site nor are we ambassadors for it - we are simply providing pointers towards sites that might be interesting/helpful).



This week we feature mental health support from the Mental Health Foundation: <https://www.mentalhealth.org.uk/>

“You can have it all. Just not all at once.” Oprah Winfrey

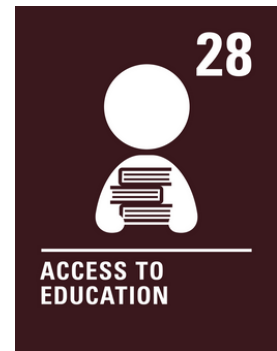


# Whole-Class Attendance

CLASS	ATTENDANCE
3K	100%
3Z	95%
3Y	91%
3J	100%
4K	95%
4B	94%
4I	98%

CLASS	ATTENDANCE
5V	97%
5O	95%
5T	98%
6W	92%
6K	100%
6M	96%
total	96%

for the week  
beginning  
Monday 11th  
September



## Attendance Cup

Wow! Three classes with 100% attendance. Congratulations to 3K, 3J and 6K.

Please help your child to be here every day so they can learn.



## Punctuality Cup

3Z and 6K won the cup this week with everyone on time all week.

Maybe we can have even more winners next time.



## Times Table

### Rock Stars

4I and 6W take the trophies this week.

Keep it up!



## Lining Up Cup

This week's winners are 4K, 4I, 6K, 6M, 5V and 5T. Congratulations!





# Achievement Awards

3Y - Ahyaan: for explaining his reasoning in science

3J - Eddie: for choosing to come to school with a happy positive attitude

3K - Radiyah: for showing curiosity by asking questions during her RE day

3Z - Umar: for persevering in his art

4K - Marnie: for persevering in all areas of the curriculum and collaborating well with her peers

4I - Jannatul: for always persevering with her learning and trying her best

4B - Huseyin: for being a curious learner and having a positive attitude

5O - Yusuf: for always being open to explaining his reasoning

5V - Sid: for persevering during all lessons and collaborating well with his learning partner

5T - Safa: for always persevering and making thoughtful choices

6M - Benjamin: for his improved curiosity while reading

6W - Rina: for excellent collaboration in Maths

6K - Nora: for explaining reasoning in Maths



# Godwin Junior School 2023-24

School Holiday

Bank Holiday

Pupil Day

INSET Day

**SEPTEMBER 2023**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**OCTOBER 2023**

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**NOVEMBER 2023**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**DECEMBER 2023**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**JANUARY 2024**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY 2024**

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

**MARCH 2024**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**APRIL 2024**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**MAY 2024**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**JUNE 2024**

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**JULY 2024**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**AUGUST 2024**

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	