



September 2022

Dear Families,

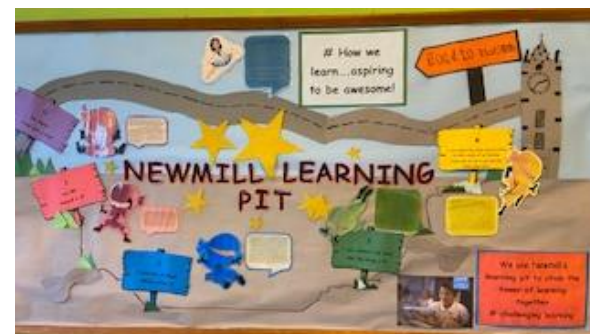
So soon into the new school session and yet so much to share with you! It sure has been a busy few weeks for all here at Newmill Primary School. September has been full of fantastic learning experiences across the curriculum. Let's take a look....

Firstly, we must say a huge Newmill welcome to Scott Shand and his family. Scott has joined Mrs Watt's class in P2. We are delighted they chose to join our school community and hope they all feel welcome.

Learning to Learn Assemblies

We are delighted to be together once more for a weekly assembly. We have been taking part in a number of sessions to help support a secure understanding of our curriculum via 'the wall' to maintain our learning culture. Following parental idea bubbles, staff and learners are in the middle of creating an interactive virtual wall to support parental understanding of our shared language of learning.

"The wall is a really important part of our school because it helps us understand what we are learning. We have also been exploring Newmill's Learning Pit in more detail to help us examine the Newmill Ninjas Attitudes we aspire to develop and demonstrate on a daily basis. This week we were learning about Article 12 which is the right to have a say. We looked more closely at our Newmill Ninjas and their learning superpowers. We found that different Ninjas have different skills to help guide us through the pit and up the tower of learning. I found this interesting because I haven't looked at the blurb to match each Ninja closely before. I think I now know more about the skills they have and this will help me with my reflections." Jake, P6



IDL update- Zones of Regulation-supporting pupil led self-regulation

As part of our IDL study 'Building Learning Power' we have introduced 'zones of regulation' across the whole school, as part of our health and wellbeing curriculum. All learners have been enjoying learning about the red zone, yellow zone, blue zone and green zone, using this to help identify their own feelings and emotions as we learn and play together. At the moment, it is all about recognising and identifying the different zones.

"We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are



becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This is the goal of the zones of regulation."

Leah Kuypers, creator of the zones of regulation

I'm sure you will hear some of the following language at home. I've included below an overview of the 'zones' vocabulary that has been introduced this term. However, we have planned for our learners to have an opportunity to work with what they have been learning. A task set in next term's Self Directed Learning slot is to create a presentation for parents. We hope to share that at some point next term.

The **ZONES** of Regulation® Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

IDL next term

Looking ahead to next term's we are combining experiences and outcomes within Social Studies and Health and Wellbeing to take a deeper dive into the Wellbeing Indicator 'Achieving'. The context will be an apprentice style IDL, providing learners the opportunity to run a business. As a result, we have an advanced plea for some items. Looking ahead we are hoping to build a collection of old photo frames, wire coat hangers and white bin liners.

Donations of these items would be greatly appreciated.



BUILDING EMPOWERING FRIENDSHIPS

We also have another exciting new Health and Wellbeing curricular development to share...Mrs Wright has been designing a specific tailor-made programme to support all children in P5-7 to restore and sustain positive relationships, with the aim of building empowering relationships. The course is set around a suite of books and will involve a 'circle time' approach. Sessions started on Monday 26th September. The UNCRC are at

the heart of our Health and wellbeing Curriculum as demonstrated in the snapshot of Mrs Wright's plan below.

"I'm really looking forward to the friendship group. I think it will help give us strategies to find solutions when things get tricky with friends. This can happen. It would be good time to talk about things and learn strategies to help deal with it." P6 girls

"Today was our first friendship session. It was really fun because we got to explore different friendships. We deliberately worked with people we wouldn't usually work with to complete tasks. We are designing a Friendship Agreement. It will help us to make new friends both in and outside schools. Our challenge to start a conversation with someone to build a friendship. We have to report back next week on what we have tried." Mille H, Thea, Mille M and Freya, P5

LT: > we are learning to build empowering friendships. > we are learning to restore and sustain positive relationships.	
UNCRC Links: Article 12 I have the right to be listened to and taken seriously. Article 15 I have the right to meet with friends and join groups. Article 16 I have the right to keep some things private. Article 19 I have the right to be protected from being hurt or badly treated. Article 29 I have the right to an education that develops my personality, talents, abilities and respect for others rights.	Global Goal: Global goal 5: Gender equality; achieve gender equality and empower all women and girls.
	
Group Session 1: Friends -Making then and Keeping Them by Patti Kelley Criswell	

READING SCHOOLS

On our journey to gain accreditation as a Reading School. Both p3-5 and P5-7 are thoroughly enjoying their novel study. Here's what they had to say...

" We are reading 'Sadako and the Thousand Paper Cranes' by Eleanor Coerr, as our class novel. Its actually pretty good. I like it. It's telling us a story but is also based on a true story. It tells the story of Sadako, it's quite a sad story about her life. She is gravely ill with leukemia as a result of the atom bomb that fell on her city (Hiroshima). I would defintely recommend this author and I'm going to look for other titles by her." Lucia, P6

"This term we are reading a novel called 'Wonder'. We are really enjoying it because it makes you think about being kind and how different people feel in school. The main character is called Auggie and he looks different to others. He finds it tough at school. We think he should come to a school like Newmill where people would try harder to include him."

Next, we are looking to build our leadership group to support our



accrediation plan. We aim to achieve reading schools-core level this session and have an action plan to deliver on, as part of this improvement journey. We will be looking to involve parents in this and will start by sending home a Reading Survey at some point in the near future, as part of our plan to check progress. As part of our reading plan, we aim to ensure all learners have access to high quality books. Our plan is to work with our Parent Council and involve learners in the selection of books

purchased as Christmas Gifts. Mrs Jamieson has also arranged to Scholastic Book Fair Books to be on sale this week. Please remember the school receives a selection of books, based on parental purchases so each and every child benefits. Learners will have an opportunity to purchase books **Wednesday 28th September between 2.30-3.30pm** and then **Thursday 29th 2.45 to 3.45pm.** Parents are welcome to pop into school to support their child to purchase a book.

Queen's letter

Finally, some bucket filling news to share. We received a very special delivery earlier this term. A letter arrived from the Queen on Friday 9th September. It was dated the 6th September, just three days before her death. It was a special thank you to all the pupils at Newmill Primary School for the 'splendid booklet of letters and pictures' sent to Her Majesty on the occasion of her Platinum Jubilee. The children were delighted to receive a personal thank you...to think that the following week it would have been a very different letter. We have been talking about what to do with the letter and feel it is something we should frame and display in school.



Warm regards,

Rachael Smith, Head teacher

- **Tuesday 27th September**-Mr Woodcock and Mrs Wright-P5-7 Parental Meet
- **Wednesday 28th and Thursday 29th**- Scholastic Book Fair
- **Tuesday 4th October**- Mrs Clayton's P3-5 Parental Meet
- **Thursday 6th October**- Mrs Watt's P1-3 Parental Meet
- **Wednesday 5th October**-Newmill Flu Vaccine
- **Friday 7th October**- Term ends
- **Monday 24th October**- Term 2 starts
- **Monday 14th November and Tuesday 15th November**- In - Service closure



P7 Rural Transition dates and times at THE LOFT 5.30 -6.30pm

- **Nov - 4Th, 11Th, 18Th & 25Th**
- **Dec - 2nd**