

# Vermont News 13 March 2026

**Dear Parents and Carers,**

It has been a very important week for our school as we welcomed an Ofsted inspector. I would like to say how incredibly proud we are of all our children for the way they conducted themselves throughout the inspection. They greeted the inspector with confidence and enthusiasm, showing him just how fabulous they are.

Our pupils spoke proudly about their learning and shared how much their knowledge and skills have improved over the past few months. It has certainly been a very busy week, so I hope that all children and staff have a lovely and restful weekend.

Thank you, as always, for your continued support.

If you have any thoughts, concerns, or ideas, please don't hesitate to share them with us at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).

**With best wishes,**

Kelly & The Vermont Team

## Reminders

Some key reminders:

- Children should refrain from bringing personal toys into school. This is because we do not want them getting lost or broken as this causes a lot of upset. Thank you.
- Children should bring plastic water bottles only, metal water bottles are not permitted in school. Thank you.
- With the wet weather forecast to continue, could children come into school with a spare change of clothes and a pair of wellington boots, where possible. Thank you.

## Attendance



Each week we celebrate attendance. Our target is 90%

Our whole school attendance this week was 94%

Our class smashing attendance targets this week are: Tigers

### **Attendance HERO (Here Everyday Ready On Time)**

Tigers are our HERO class this week! Tigers will enjoy cakes today to celebrate their attendance. Well done!

You will receive an email every **Friday** with your child's **attendance percentage**. This is to help keep you informed and up to date on your child's attendance throughout the school year.

This year, we are placing a strong focus on attendance, as we know how important it is for every child's learning, progress, and wellbeing. Please know that our Attendance Lead, **Sian**, is here to offer support and guidance if you have any questions or concerns about your child's attendance.

## Parents Voice

Kellie Bright, best known for her role in EastEnders, has launched 'Post SEND', a new storytelling project that gives voice to real experiences of SEND. The project invites people to share short, honest reflections by post, with no pressure to write perfectly or in detail, and submissions can be made anonymously. By gathering these personal stories, Post SEND aims to build a powerful collective picture of SEND life.

Read the full article to find out more about the project and how to take part.

<https://www.netmums.com/child/child-health/kellie-bright-launches-powerful-send-project-and-wants-families-to-get-involved-so-real-voices-are-heard>

## Our Learning

In English this half term, our children are exploring themes of kindness, empathy and understanding difference through the texts *We Are All Wonders* and *Wonder* by R.J. Palacio.

Across these units, learning centers on understanding perspective, recognising emotions, and reflecting on how our actions affect others. Through shared reading, discussion and reflection, children consider the experiences of others and develop their ability to express their thoughts in a respectful and thoughtful way.

This learning supports pupils' understanding of the protected characteristic of Disability and links closely to British Values, particularly mutual respect and individual liberty. Pupils explore the importance of inclusion, celebrating individuality, and standing up for what is right, helping them to build empathy and positive relationships within our school community.

## History

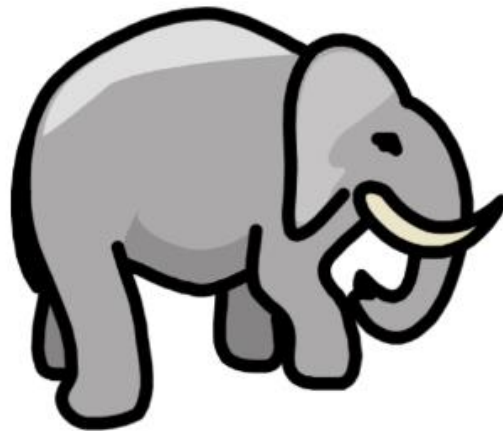
In Spring 2, our Humanities focus is on World War II. In History, we will be learning about the causes of the war, the key events that took place between 1939 and 1945, and the impact it had on Britain and the wider world. Pupils will explore important events such as the outbreak of war, the Blitz, evacuation, and the role of key leaders. We will also look at how the war changed everyday life for people at home and on the front line. Through discussions, source analysis, and project work, children will develop their understanding of how World War II shaped the modern world.

## Enrichment Activities

### Enrichment

All children at Vermont take part in Enrichment. This is part of our core curriculum offer. We rotate the enrichment activities every half term so that classes get a wide a varied curriculum offer. Enrichment is part of the normal school day and are carefully planned to help children build confidence, manage emotions, develop communication skills, and engage with learning. These activities also help meet the support set out in a child's Education, Health and Care Plan (EHCP).

### Elephants



Elephants Class have had a wonderfully busy and exciting time recently!

To celebrate World Book Day, the children explored poetry by creating their very own acrostic poems. They chose words linked to reading and books, then thought carefully about how each line could begin with the letters of their chosen word. Alongside this, the class designed and decorated their own bookmarks, which they were very proud to take home and use with their favourite stories.

We also enjoyed another fantastic visit to City Farm. The children were very gentle and responsible while helping to brush and handle the guinea pigs, and they loved getting the chance to feed and stroke the turkey too. It was a lovely opportunity to learn more about caring for animals and to build confidence around them.

Back in the classroom, we have been learning about fronted adverbials. With Miss Felicia's help, the class brought grammar to life by creating a human sentence. Each child held a word or phrase and worked together to put the sentence in the correct order, making sure the fronted

adverbial came at the beginning. It was a fun and active way to understand how sentences can be structured.

Well done, Elephants Class, for all your creativity, curiosity, and teamwork!







## Pandas



Pandas have had another brilliant week of learning and experiences! We have now completed our second visit to Pinkmead Horse Stables. During their first session, the children learned how to brush and groom the horses, and this week they progressed to washing them and walking them. Pinkmead staff praised the class for their fantastic behaviour, enthusiasm and teamwork. We are incredibly proud of them.

In English, we are studying *Wonder*, with pupils showing wonderful empathy and maturity when discussing the importance of kindness and acceptance. We are also continuing to develop our reading comprehension skills through daily reading, phonics and spelling sessions.

Our Maths learning is focused on fractions and money, while in Science we are investigating materials and their properties. In History, we have begun learning about the impact of the Blitz nationally and within Southampton.

For pupils preparing for SATs, we are continuing to develop assessment stamina through mock papers, and the children are demonstrating excellent resilience and focus.

Well done, Pandas, for another fantastic week!











## Turtles



There has been so much going on in Turtles lately!

In our English lessons, we have been writing our own character descriptions for Zibbo the dragon in the book "Amazing" by Steve Anthony, using lots of great adjectives.

In Maths we have been learning how to count in 10s to 100 using practical apparatus and pictorial representations. We are getting so fluent at counting in 10s! We have really been enjoying our history unit about WW2 and have been particularly interested in the use of

Anderson shelters during The Blitz. Some of us even chose to re-create our own bunkers and Anderson shelters to use in role play during choosing time.

As a class, we have been working hard on taking turns and playing games with clear rules. It has been lots of fun playing the new games we have in our classroom, especially Llamas in Pyjamas! We really enjoyed the different activities for World Book Day, especially getting the dressing up box out! We learned a new skill of weaving to create a basket of fruit, inspired by Handa's Surprise, made our own role play vegetable characters inspired by Supertato and used collage to create Elmer the elephant.

We also had loads of fun inventing our own potions and medicines inspired by George's Marvellous Medicine!











## Orangutans



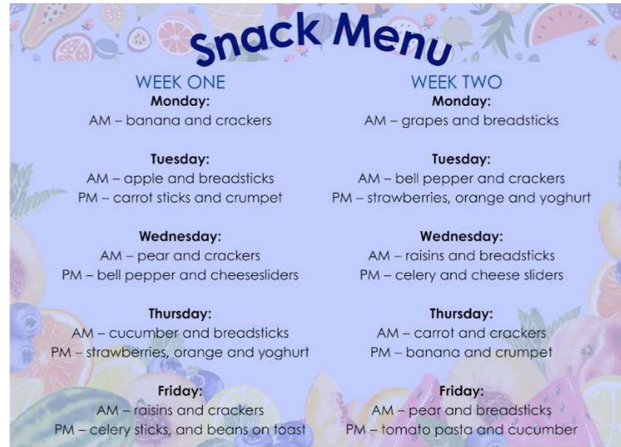
This week in Orangutans, the classroom was transformed into a World War II museum. Pupils explored what life was like for children in Southampton during the war, examining rationing and considering whether weekly food allowances were truly sufficient. They learned about the 'make do and mend' approach to clothing, investigated the experiences of evacuated children, and even spent time in our very own air-raid shelter to deepen their understanding of life on the Home Front.





## Health and Wellbeing

We have introduced a new snack menu in-line with our mission to be a Healthy High 5 School. These are the snacks we will provide to all children every day.



snack Menu	
<b>WEEK ONE</b>	<b>WEEK TWO</b>
<b>Monday:</b> AM – banana and crackers	<b>Monday:</b> AM – grapes and breadsticks
<b>Tuesday:</b> AM – apple and breadsticks PM – carrot sticks and crumpet	<b>Tuesday:</b> AM – bell pepper and crackers PM – strawberries, orange and yoghurt
<b>Wednesday:</b> AM – pear and crackers PM – bell pepper and cheesesliders	<b>Wednesday:</b> AM – raisins and breadsticks PM – celery and cheese sliders
<b>Thursday:</b> AM – cucumber and breadsticks PM – strawberries, orange and yoghurt	<b>Thursday:</b> AM – carrot and crackers PM – banana and crumpet
<b>Friday:</b> AM – raisins and crackers PM – celery sticks, and beans on toast	<b>Friday:</b> AM – pear and breadsticks PM – tomato pasta and cucumber



### The dates and contacts bit

The best way to speak to us about your child:

If you would like to talk about your child's learning please use the home school communication book. Our phone lines are open from 08:30 to 16:00 Monday to Thursday and until 15:30 on a Friday and we commit to responding to your calls and emails within 2 working days.

If you have any concerns, thoughts, ideas, please share them with us at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).

## INSET and key dates for this year

- 13th April 2026 - Structured conversation day
- 1st June 2026 - INSET day
- 20th, 21st and 22nd July 2026 - INSET days

## Upcoming Dates

- Cultural Day - 26th March

## Cultural Day

On 26th March, we are excited to celebrate our whole-school Cultural Day, exploring the traditions and heritage of France and Hungary. Throughout the day, pupils will discover the languages spoken in these countries, learn key phrases, and explore how language connects people and communities. Classes will take part in activities linked to geography and other curriculum areas, helping children understand where these countries are in the world and what makes them unique. There will also be opportunities to experience traditional food tasting, as well as music, art and games inspired by French and Hungarian culture. This is a wonderful opportunity for pupils to broaden their understanding of the wider world in an engaging and meaningful way. Pupils should attend in normal school uniform to help maintain routine and consistency across the day.

## Road Safety

We would like to kindly remind everyone to please drive slowly and carefully in the school car park and on the surrounding roads. The speed limit is 5mph.

These areas can become very busy with children, families, and staff moving about, and taking a little extra care helps keep everyone safe. We appreciate your patience, awareness, and cooperation in following speed limits and being mindful of pedestrians at all times.

Thank you for helping us maintain a safe environment for our whole school community.

## Mobile Phone Safety

Mobile phones are becoming an everyday part of children and young people's lives, bringing many benefits for learning, communication, and staying connected. However, it's important that phones are set up safely and appropriately for a child's age and stage of development.

**Parental and adult controls** are a key tool in helping to keep children safe online. These controls allow adults to:

- Limit access to age-inappropriate websites, apps, and content
- Set screen-time limits and downtime
- Approve app downloads and in-app purchases
- Monitor or restrict contact with unknown users

Most smartphones and tablets include built-in parental control settings, and mobile network providers also offer filters that can block adult or unsuitable content. Taking time to set these up when a child first gets a phone can make a big difference.

**Locking down phones to age-appropriate content** doesn't mean removing independence, it's about creating a safe digital environment. Controls can be gradually adjusted as children grow older, helping them learn to manage technology responsibly while still having appropriate safeguards in place.

Alongside technical settings, open conversations are just as important. Encourage children to talk about what they see online, who they communicate with, and to ask for help if something makes them feel uncomfortable. Reminding them not to share personal information and to think carefully before posting or messaging can help build good digital habits.

By combining parental controls, age-appropriate settings, and regular conversations, we can help children enjoy the benefits of mobile technology while staying safe and supported.

### Roblox

We have been informed of a pop-up message appearing within Roblox that encourages children to download an external app called Pollybuzz (sometimes shown as Pollyfuzz). Although the app appears harmless at first—asking simple questions and creating an AI “friend”—it has been reported that, after initial use, it begins to display extremely inappropriate and unsafe content, including references to suicide, self-harm, and pornography.

We advise that conversations with your child regarding:

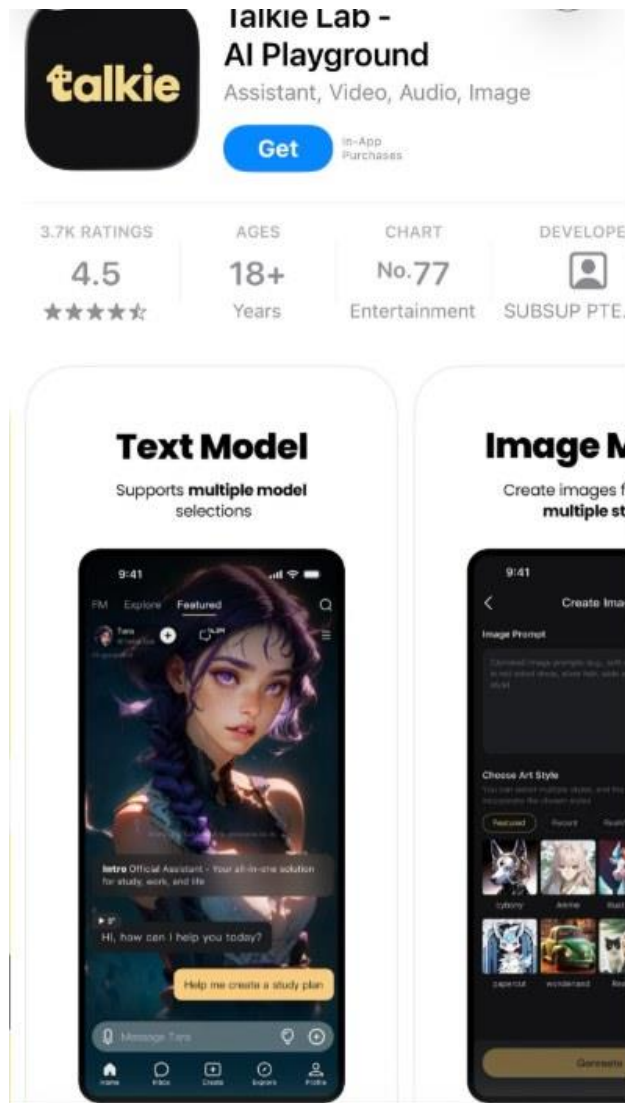
- Not to click on pop-ups or download anything that appears while they are playing games.

- To tell a trusted adult immediately if they see or experience anything online that makes them feel worried, confused, or uncomfortable.

Roblox does offer a range of parental control settings, which can help reduce risks. Guidance on how to set these controls can be found on the Roblox Support page under Parental Controls. <https://en.help.roblox.com/hc/en-us/articles/30428310121620-Parental-Controls-Overview>

### **The Talkie app**

Talkie is not appropriate for children to access. The app allows unrestricted conversations with AI characters that may include mature themes, suggestive language, emotional manipulation, or content that is not age-appropriate. Due to limited safeguards and the potential for exposure to adult topics, Talkie is better suited for older users and should not be used by children without strict parental supervision.



## Thrive

The children at Vermont School are here because they have an education health and care plan which has social emotional and mental health as one of their primary areas of need. The Thrive approach is about having an understanding of neuroscience (brain development), children development and attachment theory.


We identify possible gaps in development and help to fill those gaps using a creative and playful approach. Thrive is preventative, reparative, pragmatic and easy to use.

### Thrive Practice

Each and every one of our children will benefit from Thrive practice and we currently have two Thrive Licensed Practitioners in training at the school: Miss Louisa and Miss Alana. The changes

that Thrive has brought about can already be seen in the language used with children and also in the activities that children take part in as all our pupils are already making fantastic progress.

**Please take a look at our website - under curriculum for full details of what Thrive looks like at school. If you would like to find out any more about Thrive, please let us know at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).**



## Embracing Thrive: a parent and carers guide

**The Thrive Approach®**

For over 25 years, Thrive has been working with schools, settings and organisations to support the mental health and wellbeing of children and young people.


Thrive equips educators with training, resources and an award-winning online tool, so they can better understand children and young people's needs and provide targeted, effective support.

With its focus on building secure relationships and providing positive experiences, Thrive helps young people to feel safe, supported and ready to learn.

**Building positive relationships**

The connections children and young people have with the adults around them are key to their social and emotional development. Thrive activities focus on providing positive experiences and building trusting relationships. This helps young people to:

- Feel good about themselves and know that they matter
- Feel safe and secure in school
- Improve their emotional wellbeing
- Improve their capacity to be creative and curious
- Build their self-esteem and confidence to learn
- Recognise and manage their feelings
- Think before behaving in a certain way...and much more!

**thrive**   
Removing barriers to learning

#### How does it work?

Thrive equips educators with strategies and activities to help build young people's social and emotional skills, as well as develop their ability to manage stress and take on life's ups and downs.

The Approach is underpinned by neuroscience, attachment theory and child development research and is suitable for children and young people aged 0-25 years.

#### What difference does Thrive make?

Schools that have adopted the Thrive Approach have reported many benefits. These include calmer classrooms with fewer disruptions, improved attendance, reduced exclusions and higher achievements. To hear first-hand from settings already using Thrive, visit [mythrive.uk/case\\_studies](http://mythrive.uk/case_studies).

#### How will my child be involved in Thrive?

Your child will be profiled using Thrive-Online, an award-winning tool used to measure and monitor social and emotional development. Thrive-Online has behaviour and skills surveys that help staff to see where young people are in their development and identify any pupils who could benefit from additional support.

Thrive-Online profiling will be led by school practitioners who will:

- Assess classes, groups and individuals to see where they are in their social and emotional development
- Create targeted action plans to help pupils to manage their behaviour, build emotional resilience and become more open to learning
- Measure and report on progress over time

#### Find out more

There is lots more information on the Thrive website: [thriveapproach.com](http://thriveapproach.com).

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**"Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time."**

Parent

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Removing barriers to learning

