

Vermont News 17 April 2026

Dear Parents and Carers,

It has been wonderful to see the children settle back into school life so quickly after two weeks away. They have returned with great enthusiasm and positivity, and it has been a joy to see them reconnect with their learning and friendships. We have been especially enjoying the warmer weather and sunny skies. The children have been thriving during their outdoor learning experiences, making the most of the opportunities to explore, discover and learn in the fresh air. This week, we have also introduced a new learning timetable, and the children have adapted to this brilliantly. They have shown great resilience and flexibility, embracing the changes with confidence.

Please do take the time to ask your child about what they are learning at school we are sure they will be excited to share their experiences with you.

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

With best wishes,

Kelly & The Vermont Team



April 2026

Dear Parents and Carers,

Permanent change to the school day

We are writing to let you know that the early finish, Monday at 1:45pm will now be a permanent change to our school day. We initially trialled this change for a year.

Recently, we held a consultation where we asked families, pupils, staff, and other colleagues to share their view.

After such a positive impact, we have now made this change permanent.

Feedback

The feedback from all stakeholders of our school has been hugely positive.

- 81% of parents were either satisfied or very satisfied with the school day being shorter on a Monday
- 83% of children were in favour of keeping the shorter Monday

Children have adapted well to the change and we in school have seen a huge positive impact to their learning. This change means teachers have more time to plan good lessons and give pupils the help they need. This helps make learning better for every child.

Our teachers have been able to use the non-contact time to develop their teaching practice and collaboratively work together on strategies to embed learning across the school.

Why are we making this change?

Last year, some classes had to close because we didn't have enough staff, which disrupted pupils' learning. This year we haven't had to close any classes, so pupils have had steady, uninterrupted learning. We've also seen that pupils' behaviour has been more settled because routines have been more stable. We are delighted to celebrate that we have not had to close any classes this year due to staffing.

School transport

School transport will continue to collect children from school at 1:45pm on a Monday.

If you have any worries or questions, please contact us. We are always happy to help. Thank you for your support.

Yours faithfully,

Hannah Craggs
Interim Chair of Governors

Kelly Moss
Interim Head of School



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.

Attendance



Each week we celebrate attendance. Our target is 90%

Our whole school attendance this week was 88%

Our class smashing attendance targets this week are: Orangutans and Rhinos

Attendance HERO (Here Everyday Ready On Time)

Orangutans and Rhinos are our HERO classes this week! Turtles 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.

Headteacher's Award



Erroll S - Crocs - A brilliant attitude towards learning, well done we are so proud of you!

St George's Day

Next week at Vermont, we'll be getting into the spirit of St George's Day with a fun and engaging range of activities! The children will be learning all about who St George was and why he is remembered, alongside exploring exciting dragon stories that spark imagination and discussion.

We'll also be getting creative with themed arts and crafts, giving pupils the chance to express themselves while celebrating this special day. It's set to be a lively, colourful week full of storytelling, creativity, and discovery!

SATs

<https://www.gov.uk/government/publications/key-stage-2-national-curriculum-tests-and-results-information-for-parents/2025-key-stage-2-national-curriculum-tests-information-for-parents>

Date	Test
Monday 11 May 2026	English grammar, punctuation and spelling papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Maths papers 1 and 2
Thursday 14 May 2026	Maths paper 3

Important dates September 2026 -July 2027

INSET days

- 1st September 2026
- 22nd January 2027
- 25th June 2027
- 19th, 20th and 21st July 2027

Structured conversation days

- 2nd and 3rd September 2026
- 12th April 2027

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.

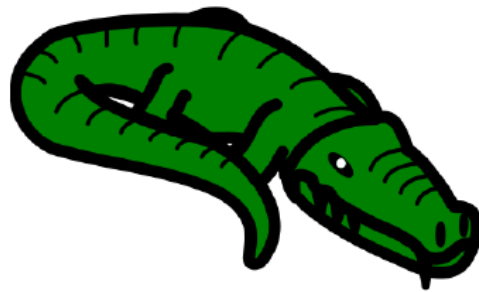
This learning supports pupils' understanding of the protected characteristic of Disability and links closely to British Values, particularly mutual respect and individual liberty. Pupils explore the importance of inclusion, celebrating individuality, and standing up for what is right, helping them to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

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).

Crocs

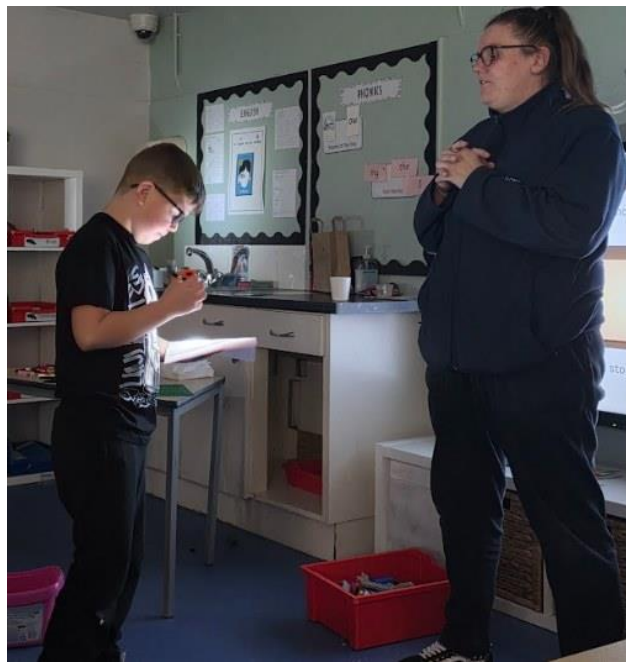


Crocs Class has had a brilliant start to the term! We know that change can sometimes feel a little tricky, but the children have taken it all in their stride and have been working incredibly hard, what a fantastic effort! We've been putting on our "empathy hats" this week, thinking about how our words and actions can affect others, and celebrating how being different makes us special. This links beautifully to our work on *We Are All Wonders*, which the children have really engaged well with. They've also been doing a great job applying their phonics knowledge to spell words and build sentences, super progress all round! In Science, we've launched our new topic on light. Armed with torches, the children investigated how light travels and what happens when it's blocked, lots of curious minds at work! Our phonics focus this week has been on the sounds *ou, ow, or* and *air*. Next week, we'll be moving on to *ir, ar, ea, oi* and *a-e*, keep an ear out for those at home! We've also been busy in the kitchen, whipping up some savoury muffins. There was great excitement... until the children realised they weren't sweet and chocolatey! Despite this, everyone gave them a try (even if they weren't a big hit!) and proudly shared them with staff and families. I am so proud of everything Crocs Class has achieved this week. We can't wait to see how much more progress they make over the next few weeks, watch this space for our next update!



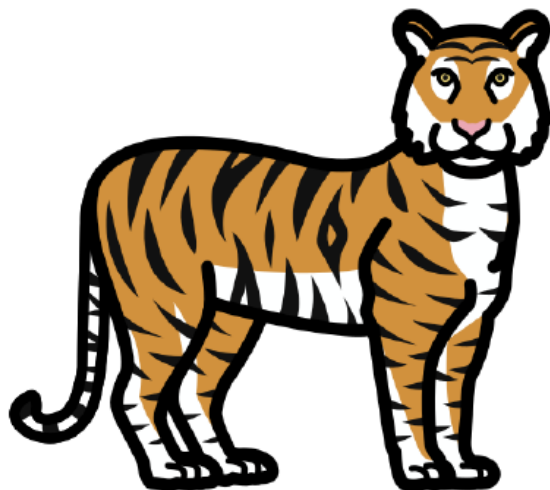








Tigers



This week, Tiger Class have been working hard across all areas of the curriculum and showing great enthusiasm in their learning. In Maths, we have been focusing on perimeter and area. The children have been measuring shapes, calculating distances around them, and exploring how to find the space inside different figures. They have shown good problem-solving skills and increasing confidence when applying these concepts. In Writing, we have been exploring the themes of kindness and empathy. The class discussed what it means to understand others'

feelings and how small actions can make a big difference. The children produced thoughtful pieces of writing, sharing their ideas and personal reflections. In Art, we have been inspired by the work of Andy Goldsworthy. The children explored natural materials such as leaves, stones, and sticks to create their own outdoor artworks. They enjoyed experimenting with patterns, shapes, and textures, and showed creativity in their designs. It has been a wonderful week of learning. Well done, Tiger Class!

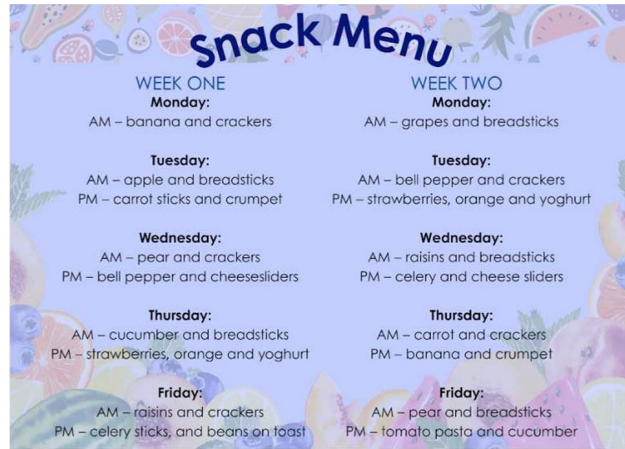






Health and Wellbeing

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.



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.

INSET and key dates for this year

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

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.

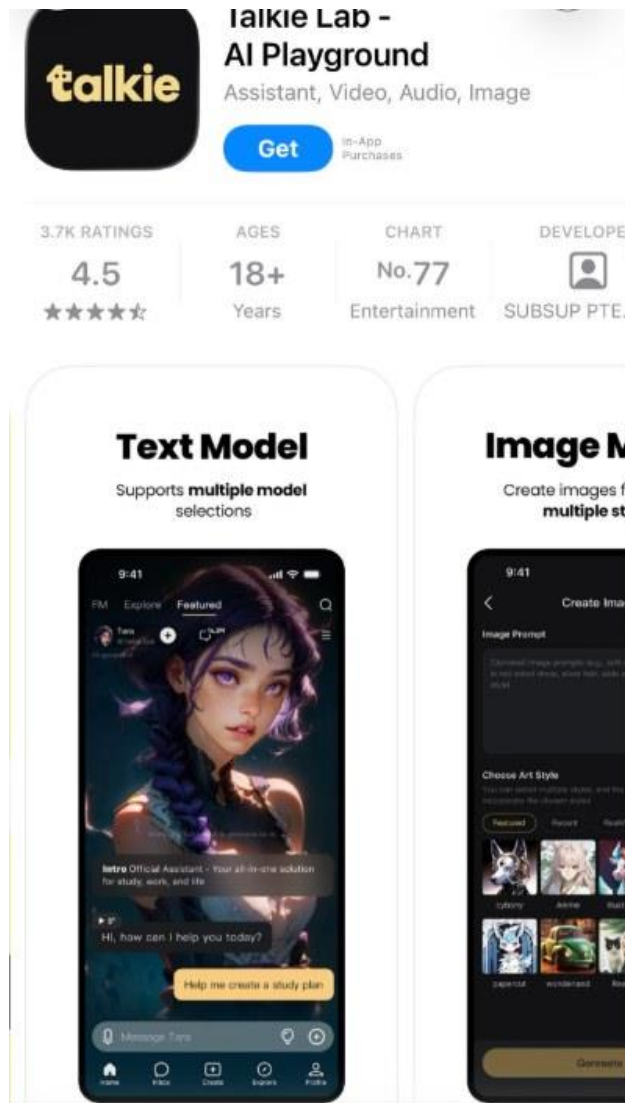
We advise that conversations with your child regarding:

- 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.



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.

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.

"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

thrive
Removing barriers to learning



News from around the city

DAILY ECHO The Argus Dorset ECHO Daily-Echo

Schools DIARY

We thought it might be helpful to share with you the activity that we plan each year for your students to take part in.

March

World Book Day – Parents are invited to send in pictures of their child in world book day costume.

Mothers Day - Schools are invited to send in messages for mums of mothers day, written by the children. These messages appear exactly as the child has typed it.

Vouchers For Sports Clubs – our readers are encouraged to collect tokens from the newspaper and provide them to sports clubs in their area so that they can help them win Decathlon vouchers to spend on kit of their choice. This includes school sports clubs.

May

Vouchers for Schools – our readers are encouraged to collect tokens from the newspaper and provide them to schools in their area so that they can help them win Amazon vouchers to spend on items of their choice.

June

Fathers Day - Schools are invited to send in messages for mums of mothers day, written by the children. These messages appear exactly as the child has typed it.

Proms – Send us photos of your student prom celebrations



August

Results GCSE & A level – We print photos of the students collecting and celebrating their results, schools would also be welcome to submit images.

September

Grassroots – send us photos of your sports teams (excluding football)

October

Youth Football – send us photos of your football teams

November

First Class – Schools are invited to send in photos of the reception classes for publication in a supplement in the newspaper.

December

Christmas in The Classroom – Schools are invited to send in photos of activities in the class room at Christmas, we appreciate that not everyone holds a nativity and so want to ensure all schools are able to take part.

We want to hear your news – e-mail your news to your local newsdesk

- newsdesk@dorsetecho.co.uk
- newsdesk@bournemouthecho.co.uk
- newsdesk@southerndailyecho.co.uk
- newsdesk@theargus.co.uk

And you have any ideas you would also like us to get involved in please e-mail promotions@localiq.co.uk

Young Reporter

This unique programme helps students to explore the world of media and has given tens of thousands of young people the chance to have their articles published on Newsquest's myriad range of online newspapers.

It is a programme that believes all young people deserve a voice and is open to school years 10,11, 12 and 13, irrespective of their academic abilities.

If this sounds like it might be of interest to your school or someone you know, spread the word or get in touch by email at info@youngreporter.co.uk, by phone on 0208 722 6378 or visit the website www.youngreporter.co.uk



Next Week at Re:Minds 20-24th April

To book in for an advice clinic, please email info@reminds.org.uk

With thanks to:



10am Thursday 23rd April

About the Clinic

Book a private, 10-minute virtual appointment to speak with a clinician about **any issues covered by CAMHS.**

This clinic is led by the **Southampton Specialist CAMHS service** and is open to **all Re:Minds members** seeking general advice.

To book your advice slot, please email:

info@reminds.org.uk



This Week at Re:Minds

13th-18th of April

To book in for an advice clinic, please email info@reminds.org.uk.



With thanks to:



<p>10am Monday 13th April</p> <p>About the Clinic</p> <p>Book a private, 30-minute virtual appointment to speak with a clinician about support for your child's mental health, emotional, cognitive, and day-to-day challenges. For parents and carers who are concerned about their child's mental health including where autism may be contributing to their needs.</p> <p>Appointments will be with Laura Nisbet, Lead ADHD Nurse from CAMHS</p> <p>To book your advice slot, please email: info@reminds.org.uk</p>	<p>10.30am Tuesday 14th April</p> <p>About the Clinic</p> <p>Book a private, 30-minute, virtual appointment to speak with a clinician about support for your child's mental health, behaviour, attention, and day-to-day challenges. For parents and carers who are concerned about their child's mental health including where autism may be contributing to their needs.</p> <p>The clinic is led by clinicians from the Southampton Autism Assessment Service.</p> <p>To book your advice slot, please email: info@reminds.org.uk</p>	<p>From 12.30pm Tuesday 14th April</p> <p>About the Clinic</p> <p>We are working with Shentons Solicitors to offer free SEND legal advice clinics for Hampshire families. These sessions provide clear guidance and support on issues such as:</p> <ul style="list-style-type: none">• SEND assessments and what happens next• Problems at school related to SEN (with or without an ECP)• Appeals to the First-tier Tribunal (SEND) to request to issue a plan• SEND needs assessments and what happens next• SEND support for children and young people• Preparing for Tribunal (with parental involvement if need be)• Health care provisions and Education, Health and Care Plans (EHCPs)• Preparing for Tribunal (with parental involvement if need be)• Health care provisions and Education, Health and Care Plans (EHCPs)• Disability discrimination in education• Rights of young people aged 16 (with parental) regarding their SEN <p>To book your 30 minute advice slot, please email: info@reminds.org.uk</p>
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