



Dear Families,

As we approach the end of this term, I want to take a moment to thank you for your ongoing support and commitment to our school community. Your partnership is invaluable in ensuring the best possible environment for our children to learn, grow, and thrive.

Strengthening Uniform and Behaviour Expectations

From next term, we will be strengthening our approach to uniform and behaviour expectations. This is not about introducing new rules; rather, it is about ensuring that every child feels a sense of pride, belonging, and security in their school environment. A consistent approach to uniform helps to create a focused and respectful learning atmosphere, while clear behaviour expectations support a culture where every child can succeed without disruption.

We recognise that behaviour is not always easy, and there are a variety of reasons why children may struggle at times. At Brookside Academy, we are committed to supporting every child in developing positive behaviours and making good choices. Our approach is centred on understanding, guidance, and working together to help all children thrive.

Our three key rules are Be Kind, Be Safe, and Be Responsible. These principles underpin everything we do, helping to create a school culture where children feel valued, supported, and empowered to make good choices. By strengthening our uniform and behaviour expectations, we are reinforcing these core values and ensuring a positive learning environment for all.

How You Can Help

We kindly ask for your support in ensuring that your child arrives at school each day on time, in the correct uniform, and ready to engage positively in their learning. Please take a moment over the break to check uniform items and ensure they meet our policy, which can be found on our school website and the letter sent out this week. If you have any concerns or require assistance, please do not hesitate to contact us.

We appreciate your ongoing partnership in maintaining high standards and ensuring that our school remains a place where all children feel safe, respected, and inspired to learn.

Wishing you all a happy Easter break,

Brian Walton



A huge thank you to all the wonderful families of Brookside who so kindly donated to 2Wish at the KS1/KS2 Christmas concerts at the end of last year.

Thanks to your generosity, a huge **£536.88** was raised for the 2Wish charity!

The money you have all raised will help to fund Memory boxes, bereavement rooms, play therapy for siblings, counselling, and much more.

As many of you know, 2wish continue to support myself and my family after the loss of our daughter Olivia.

A huge thank you to the Brookside Academy community for your fantastic support of 2Wish - you are helping to make a real difference to so many suddenly bereaved families.

Have a fantastic Easter break,

Mrs Foster



Brookside Academy Netball Tournament

Written by Rosaleigh and Molly

When everyone arrived, we did a short practise of shooting and passing, First we weren't on as Catcott and Elmhurst were playing. After a while, it was our turn to play against Elmhurst and we won 4-1! Most of our goals were scored by Ella and Molly, who were in GS (goal shoot) and GA (goal attack).

Next we played against Catcott and although they had never played a match before, they took us by surprise because they were really good. Also it was really surprising that a few of them were in Y4! Even though they were very talented, we beat them 6-3.

One of our best moments was when Filip (in centre) worked really well to help pass the ball to Ella and Molly up to the semi-circle to give them many chances to score! Rosaleigh, Darcie and Jessica played great in defence and Lydia, Daisy were excellent as centre and Lana was great in defence and attack!

Thank you for everyone who played and the people who came to watch.

Year 4 Football

Brookside V Millfield

By Isabelle, Freddie, Oliver and Leo

Before the game, we started with a warm-up, then we got into two groups and did some passing to remind us about the skills we needed to use. After that, we got into a huddle to discuss our positions and who was going on first.

Then the game began. Millfield were very skilful, but we were very strong, and we managed to keep it to 0-0 for the first half. After the first half, the coaches told us what we did well and what we could do to improve. We switched around the positions so that some of us could have a break.

In the second half the Millfield Goalkeeper saved lots of our shots, but our goalkeeper was just as good and saved lots of theirs. We played really well and so did Millfield, but it was quite tough, and several goals were scored. We stayed strong and communicated well.

It was a tough game but a very equal one. It was a very close all the way through with good tackles, excellent goals and some brilliant saves, but Millfield just pulled it away with the final score being 7-6 to Millfield. We shook hands and congratulated our opponents showing appreciation for one another. We were really pleased with the way we played and proud of how well we worked together as a team. We are looking forward to our next match.

Arbor Parent Portal and Parent App

We have launched the Arbor Parent Portal and Parent App for the parents and carers of all school-aged children at Brookside. Thank you to everyone who is already using the App — **93%** of our families have registered, so far!

Please can we ask all parents and carers to update their child's personal information and emergency contacts, as well as their own information, via the Arbor Parent Portal and Parent App. You are also able to update Pupil Image, Video, Sound and Local Visit consents.

Another feature of the App is daily **Absence Reporting**. To notify us of your child's absence via Arbor, please click into the 'Attendance' area of the App, input the absence details, and submit the request. **We are no longer using 'Studybugs'**.

Please note that the Arbor App is not applicable to our Nursery children as their records are held on a separate nursery system; please continue to contact the Academy Office if you would like to make changes to the personal information we hold for Nursery children or to report their absence.

Eventually, we will share your child's assessment data and end of year reports on the Arbor App. We will advise you as each area becomes available.

We have sent Arbor welcome emails to all our school parents and carers. Please click the link in your welcome email to set up your account. Please check your Junk/Spam folder if you can't find the welcome email or let the Academy Office know, and we will re-send your link.

If you have any questions or concerns, please reach out to the Academy Office for further information.

The image shows a screenshot of the Arbor Parent Portal and Parent App website and app interface. The website header features the Arbor logo, the text "We're using Arbor's free Parent Portal and Parent App", and icons for Google Play and the App Store. Below the header, there is a section titled "We've chosen Arbor to help us manage our school." followed by a paragraph explaining Arbor as a cloud-based MIS. A "How to get started" section lists six steps for logging in. To the right of the steps is a login form for "The Sunnysville School of Magic" with fields for "Enter your password" and a "Log In" button. Below the login form is a "Need help using Arbor?" section with contact information for the school office and a list of six tips to try. To the right of the tips is a screenshot of the Arbor app interface, showing a user profile for "Holly Cook" (95N), a "Notices" section with a message about transportation, a "Statistics" section showing attendance percentages (80.1% for the year and 71.4% for the last 4 weeks), and an "Activities" section for "Holly Cook: Clubs".

We're using Arbor's free Parent Portal and Parent App

We've chosen Arbor to help us manage our school.

Arbor is a simple, smart and cloud-based MIS (Management Information System), which helps us work faster, smarter and more collaboratively as a school. The Parent App and Parent Portal mean we can keep you informed about your child's life at school in a much more accessible way. Log into Arbor to see and update your child's information, get live updates and make payments or bookings on the go!

The Parent Portal works on Google Chrome (computer or laptop) and you can download the Parent App from the App Store or Google Play Store on your phone (Android 5.0; iOS 10.0 and upwards).

How to get started

1. Wait for your welcome email from us telling you Arbor is ready - you won't be able to log in before
2. Click the link in your welcome email to set up your password
3. Go to the App or Google Play Store on your phone and search 'Arbor'
4. Click 'Install' on Android or 'Get' on iPhone then open the App
5. Enter your email, select the school, then enter your password
6. Accept the Terms & Conditions and enter your child's birthday

The Sunnysville School of Magic
W10 5BN, London, GBR

Enter your password

Log In

Forgotten password?

Need help using Arbor?

Contact the school office if you have questions about Arbor, the App or Parent Portal. Tell us the type and model of your phone, e.g. an iPhone SE, and include screenshots or screen recordings.

To safeguard student data in line with General Data Protection Regulations (GDPR), Arbor only works directly with schools.

Some tips to try:

1. Ensure your username is the email address you use for Arbor. Ask us to **check the email address** linked to your account.
2. **Reset your password** from the login page, or ask us to do this.
3. If the login email was sent to you more than 96 hours ago, the **password link will have expired**. Ask us to send it again.
4. Ask the school office to check that your email address has not been used twice - e.g. on another guardian or child's profile.
5. **Enter the birthday** of one of your children to log in.
6. Only relatives who are **Primary Guardians** of a child can access the Arbor App. Ask us to check you can access Arbor.

The Sunnysville School of Magic
W10 5BN, London, GBR

12:53 21%

Holly Cook
95N

Notices

Holly Cook does not have a transportation method recorded

13:15 - 13:30
Thu, 13 May 2021
Registration: Year 9: Form 95N
Room: 209
Mr Russell

Statistics

Attendance (2020/2021)

80.1% Year 71.4% Last 4 weeks

Activities

Holly Cook: Clubs

What we've been up to recently ...

Early Years – Come Outside!



This term in Early Years our overarching theme has been 'come outside' and we started the term off with learning all about ways to look after our environment and shared the story 'Somebody swallowed Stanley'. We have also learnt about the different seasons through stories such as 'Seasons come, Seasons go' the 'Leaf thief' and 'A stroll through the Seasons'. During our learning in 'Jack and the Beanstalk' week the children planted their own beans which they will bring home, please feel free to send photos into school to show us how tall your Beanstalk grows. We learnt all about sequencing and Days of the Week when we read the story of 'Jaspers Beanstalk' and healthy eating when we read 'Olivers Vegetables'. We ended the term with lots of Easter themed crafts and fun.

All children have now moved onto phase 4 phonics sounds, please continue to read with your children at home, if you can, to help develop fluency in their reading. In Maths, the children have deepened their understanding of a whole being made up of smaller parts through games and practical experiences, such as investigating the number of ducks on a pond. They began to recognise that numbers can be made by combining parts in different ways and were encouraged to make links by considering similarities and differences in the various ways of making a number. The children continued to use their subitising skills to explore and deeply understand the composition of numbers within 10. This will support their increasing fluency with number bonds and help them to develop efficient and flexible calculation strategies in Key Stage 1 and beyond.

In our skills lessons, we had fun with some Science experiments such as colour mixing and investigating what happens when you pour warm water over skittles. We used instruments to find the pulse in Music.

We have looked at signs of Spring in RE lessons plus lots more exciting learning opportunities in Geography, History and Art.



Year 1—World Book Day

What a wonderful World Book Day we had in Year One, the costumes were fantastic!

We spent the morning exploring some of our favourite books by recreating their covers, discovering their authors and illustrators and sharing them with our friends. In the afternoon we played the biggest game of Book bingo with both Year One classes and all of Year Two! We had to talk to lots of different people about their favourite books and see if they matched squares on our bingo board, it was noisy and crazy but we had great fun and got the chance to talk to lots of new people.

Some of us have also spent time visiting pre-school and sharing stories with them, it was brilliant for the children to be the 'grown ups' and the pre-school adults were amazed at how some of the children have grown in confidence this year.

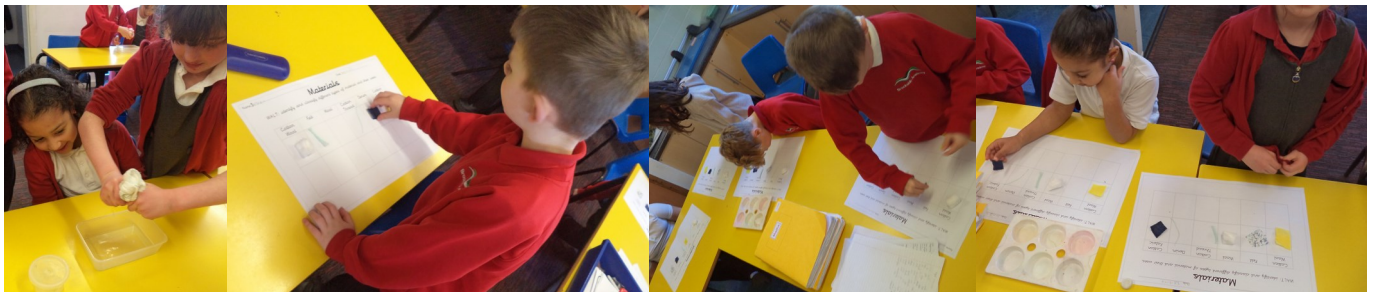


Year 2 – Puppets, Materials, ‘Kevin’ and J2e!

This has been the most exciting term in Year 2 as we embarked upon our chaotic journey of puppet creation within DT and Art.



Alongside this creation, in Science we began to explore different types of materials: what they may be used for, what their properties are and whether they can bend, squash, rip or stretch.

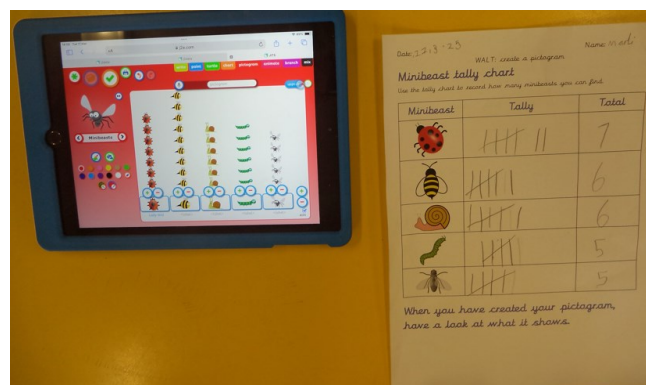


In English, we are looked at writing in a different genre and writing facts to create a whole report all about ourselves! We also began to look at a story called Kevin.



In Maths, we looked at measurements and started to think about how to use a ruler to measure in cm and how many cm there are in a M. Can you remember what cm and M stand for?

We created pictograms, bar graphs and block diagrams in Computing using a programme called J2e.



Year 3 – World Book Day!



Year 3 had an amazing day celebrating books and reading. There were some brilliant, creative costumes that the children were very proud of.

We started the day discussing our favourite books and then sharing who our favourite book baddies are. We then made 'Wanted' posters to find our favourite baddies!

We read some brilliant books including 'The Book with No Pictures' and 'The Gruffalo' then we even had a go at drawing the Gruffalo and did an amazing job! Finally, we finished the day by making bookmarks.



Year 4 — Prehistoric Britain, Cheddar Man and Cave Art



In this Spring term, we have been learning about prehistoric Britain in our latest History topic of Changes in Britain from the Stone Age to the Iron Age. We have looked at how early humans first developed stone tools, perfecting their craft and creating simple yet powerful tools that were ideally suited to the harsh and ever-changing environments of prehistoric Britain. Then we learned about how as technology developed and we began using metals such as bronze and later iron, how this changed the way our prehistoric ancestors lived and interacted with the world around them.

We have been learning about how we are able to know anything about this time when we do not have any written records. The children have explored how different artefacts can tell us more about the past but that they often provide us with more questions than they do answers. We have been particularly interested in learning about a skeleton discovered from the Mesolithic period that has been nicknamed the Cheddar Man. The Cheddar Man was a Mesolithic hunter-gatherer (fully modern human) with dark skin and blue eyes. He was about 166 centimetres tall and died in his twenties over 10,000 years ago. Scientists have been able to discover incredible things about him, including the fact that as at the time humans had not yet begun farming, he was lactose intolerant.

We then looked at the cave art left behind from the Stone Age which has been found in different countries. Using charcoal and oil pastels, we created artwork inspired by cave paintings.

We learned that the Bronze Age followed the Stone Age and is the time that metal was first introduced to Britain and people began living in roundhouses and wearing clothes spun from wool. By the end of the Neolithic period, many people had begun to live on small farms in a contrast to their nomadic origins but when bronze arrived, they were able to clear more land. It is believed that it was the Beaker people (amongst others) who brought this new skill and knowledge with them from mainland Europe, transforming Britain's landscape as larger farms meant that the land could support a much greater number of people. This later developed further when iron was discovered and their tools improved leading to increasing tribal attitudes which meant that early Britons began building hillforts to defend their animals and accumulated wealth.

To help reinforce this knowledge, in English we have been reading *Stone Age Boy* an illustrated children's book by Satoshi Kitamura. The story follows a boy who trips over in the woods one day and finds that he has fallen down, down, down into the past and into the time of the Stone Age. We have been writing diary entries and developing our descriptive writing and wrote our own *Stone Age Boy* inspired stories.

The children have really enjoyed learning about this topic, and it has sparked excellent debates and discussions about the past.



Year 5 – World Book Day, 'Holes!', Forces, World Trade and more ..



The children came into school in some amazing costumes for World Book day and we enjoyed spending some time in our classes, sharing our favourite stories with each other. We also made a great origami bookmark!

In guided reading, we have finished *Holes!* Although the ending left some of us frustrated that we had to 'fill in the holes' ourselves it was great knowing Stanley and Zero got their happy ending.

Year 5 have been working with Crumbles in their computing lessons over this half term. We are very lucky that FOB (Friends of Brookside) bought Year 5 these coding and programming kits last year. We have created programmes on our computers to make lights flash in a sequence, then we attached a motorised wheel. We made a man 'disco dance' by sticking a picture of a man on the wheel and programming our crumbles to make the man dance, whilst the light was flashing different colours. By the end of this term, we hope to make a working carousel with them.

In Science, we have been exploring different forces and completing some investigations to consolidate our understanding of gravity, water resistance and air resistance, including creating different sized parachutes! We'll now be exploring some amazing scientists who have discovered brilliant things to do with these topics.

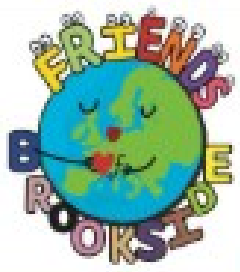
We have created some brilliant, bold brush paintings in art, inspired by Georgia O'Keefe and her paintings of flowers. We've talked about how O'Keefe was unique in her vibrant paintings which focused in on a specific part of the subject she was painting. We looked at many of her paintings before replicating one in our books and then creating our own flower in her likeness.

Finally, in Geography we have been learning about world trade. We've discussed how countries will buy and sell different goods from each other because they don't have the natural resources in their own countries. We spent some time researching different countries imports and exports before choosing a product and planning a trade route for it. For our significant individuals topic, we have focused on William Wilberforce and the Transatlantic Slave Trade, and Emmeline Pankhurst and the Women's Suffrage Movement.

Year 6 – Percentages, our Judicial System, ‘Wonder’, etc.

Year 6 have been super-busy this term and much has been accomplished: two pieces of assessed writing in English; understanding percentages in maths; classifying animals in science; discovering that much of our Judicial System has originated from the Romans; World Book Day and much, much more! We introduced Kabaddi in PE and read our class book: Wonder—which we also enjoyed watching! At the beginning of the term, we completed an art topic using water colours that was linked to our poetry unit – The Lost Words – and some of the pictures from all of these subjects can be seen here.





EASTER EVENT



5TH APRIL 2025

**LIMITED SLOTS
AVAILABLE**

10AM UNTIL 1PM

**Easter crafts, Easter
trail and meet some
Spring time animals
from Twinnies
Petting Farm!!**

£5 PER CHILD, VIA SUMUP

[HTTPS://FRIENDS-OF-BROOKSIDE.SUMUPSTORE.COM](https://friends-of-brookside.sumupstore.com)

A big thank you to everybody that has supported our events this term. So far we have raised just short of £3500! Watch out for more exciting events to come.

THANK YOU TO EVERYONE THAT SUPPORTED THE LASER SHOW!



THANK YOU TO OUR SPONSORS:



Absence from School

Attendance at school is vital to your child's learning and development.

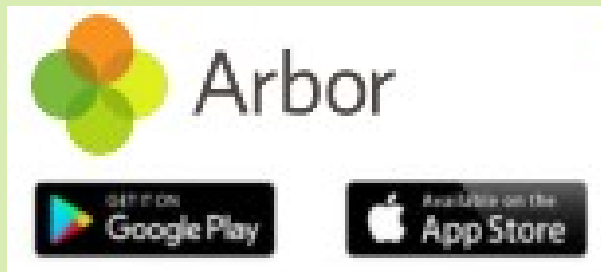
Children's progress will be affected if they are absent.

We have a statutory obligation to investigate any child's attendance that falls **below 90%** or **below the 10 session absence threshold** (10 or more half day absences within a 12-week period). Evidence of medical appointments, e.g. Doctor's/hospital/Dentist appointment cards/ letters, etc., is required.

If your child is ill, please notify us before 8.45am via the **Arbor** app. Please inform the school beforehand if your child has to attend an appointment.

We are not able to authorise holidays in term time.

Children who arrive or leave school during the day **must** be signed in or out at the Academy office.



As per paragraph 38 of the Department for Education Statutory guidance 'Working Together to Improve School Attendance, "The DfE does not consider a need or desire for a holiday or absence for the purpose of leisure and recreation to be exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours." The amendments made it clear that Headteachers can only grant leave of absence during term time for exceptional circumstance.

There is no longer a H code for authorised term time leave for holidays and In accordance with Government guidelines we cannot authorise this request.

If your child is absent for this period, the absence will be recorded as unauthorised term time leave on their record. I should inform you that a fixed penalty fine may be requested.

The new national framework for issuing penalty notices is to ensure consistency across the country.

Penalty Notices are issued by Somerset Council as below:

1st penalty notice £160 if paid within 28 days reduced to £80 to be paid within 21 days

2nd penalty notice £160

3rd penalty notice cannot be made to the same parent regarding the same child within 3 years, alternative action should be taken.

Penalty Notices are per parent/carer per child and may be requested should the absence be for 5 consecutive days or more and your child's attendance is below 97%.



Dates for your Diary

Please check the School Calendar on our Website for events throughout the year: <https://www.brooksideacademy.co.uk/calendar/>



We use email and phone as our main means of communicating with parents and carers. If you have not provided us with an up-to-date email address or mobile phone number, please do so. You may be missing out on important information.



Free School Meals

Children who attend a Somerset Council school, whose parents or carers receive any of the following are entitled to free school meals:

- Income Support (IS)
- Employment and Support Allowance (Income Related)
- Universal Credit with an annual household income of less than £7400 after tax
- Income-based Job Seekers Allowance (IBJSA)
- Guaranteed Element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided they are not entitled to Working Tax Credit, with an annual taxable income (as assessed by HMRC) of less than £16,190



Only the benefits listed above qualify for free school meals. If you have recently become unemployed, but are still receiving Working Tax Credits, you may be entitled to free school meals.

Non-Benefit related additional eligibility criteria:

Children of families who don't receive these benefits may also qualify for free school meals if the family's annual household income is no higher than the following:

- £22,700 for families outside of London with one child
- £26,300 for families outside of London with two or more children.

In addition to these thresholds, families must hold no more than £16,000 in capital and savings.

- And the parent or carer meets any of the following criteria:
- you are a Zambrano or Chen carer
- families who have no recourse to public funds with a right to remain in the UK on grounds of private and family life under Article 8 of the European Convention on Human Rights
- families receiving support under Section 17 of the Children Act 1989 who are also subject to a no recourse to public funds restriction
- a subset of failed asylum seekers supported under Section 4 of the Immigration and Asylum Act 1999
- you hold a British National (Overseas) – BN(O) – passport
- you are a spousal visa, work visa or student visa holder
- you have no immigration status.

Please phone the Entitlements Team, County Hall, on 0300 123 2224 for advice.

Children must be in school all day and they will be provided with a meal at lunchtime which is paid for by the school.

It is the responsibility of the parents or carers to register their entitlement and request free school meals for their children.

Children in nursery do not qualify for a free meal until they start school, but applications will be processed so that when your child starts school, you will already be notified whether they qualify for a free school meal or not.

Please apply online at: <https://www.somerset.gov.uk/children-families-and-education/school-life/free-school-meals/>



Uniform Reminder

The school uniform is very simple and reasonably priced. We expect the children to wear it: White or red shirt/blouse or polo shirt, Brookside sweatshirt or cardigan (a plain, low-cost, red sweatshirt or cardigan is acceptable), grey or black skirt or trousers/shorts, red & white summer dress, black shoes. PE kit is red t-shirt and black shorts and warm joggers and trainers for the Winter. A warm, waterproof coat in wet/cold weather. Hair should be natural in colour and not of an extreme style (Mohicans, skinheads, or tramlines, are not acceptable). Every child should have a book bag and a PE bag. We give each new Early Years child a book bag before they start school. Sweatshirts, cardigans, PE kit and book bags can be ordered via the 'Uniform' link on the Academy Website. **ALL ITEMS SHOULD BE CLEARLY NAMED – PLEASE.** Parents/carers will receive a reminder if their child isn't wearing the correct uniform.



Welcome to Brookside Academy

Thank you for visiting us; we are looking forward to working with you.

In order to provide the best learning environment possible, schools across Street are committed to the wellbeing of all members of our community, this includes children, parents / carers and staff. We expect all staff and visitors to treat children and colleagues with the courtesy and respect they would expect to receive themselves. In addition, it is important that adults should set a good example to children at all times.

We expect all visitors to

- Respect the caring ethos at each school
- To follow all safeguarding guidelines
- To approach members of staff for assistance with any issues in an appropriate manner.
- To work with the school in the correction of child's actions, especially where it has, or could lead to, conflict, aggressive or unsafe behaviour

Unacceptable conduct includes

- Verbal abuse which includes swearing and shouting
- Any form, or threat of, violence
- Aggression
- Harassment
- Derogatory comments linked to gender, ethnicity, sexual orientation or any other personal characteristic
- Possessing, abusing, or being under the influence of alcohol, tobacco or controlled substances on the school site
- Sending abusive or threatening emails, texts, phone messages or letters to anyone within the school community
- Disruptive behaviour which interferes with areas such as classrooms or office areas
- Using social networking sites to single out individuals, bully or to distribute untruthful or malicious information or comments

In the event that these expectations are not met visitors may be asked to:

- Stop and consider changing their actions
- Leave the school site
- Refrain from contacting members of staff

In the event of serious or persistent breaches of these expectations we may:

- Send parents a legally approved warning letter
- Withdraw permission for visitors to enter the school premises.
- In the case of bullying, untruthful or malicious comments on social networking sites, the schools may request that the comments are deleted. The governing bodies and individuals in liaison with their professional associations may also consider legal action.

This code is supported by our Governing Body and all schools in Street.

All staff and visitors have the right to work in a safe environment without fear of intimidation, abuse or assault.

Should my child go to school/nursery today?

<https://nhssomerset.nhs.uk/my-health/parent-zone/?#7>

Do I need to keep my child off school?



Chicken Pox

Until all spots have crusted over

Conjunctivitis

No need to stay off but school or nursery should be informed

Diarrhoea & Vomiting

48 hours from last episode

Glandular Fever

No need to stay off but school or nursery should be informed

Hand, foot & mouth

No need to stay off but school or nursery should be informed

Impetigo

Until lesions are crusted & healed or 48 Hours after starting antibiotics

Measles or German Measles

4 days from onset of rash

Mumps

5 days from onset of swelling

Scabies

Until after first treatment

Scarlet Fever

24 hours after starting antibiotics

Slapped Cheek

No need to stay off but school or nursery should be informed

Whooping Cough

48 hours after starting antibiotics

Flu or Covid-19

Until recovered

Head Lice

No need to stay off but school or nursery should be informed

Threadworms

No need to stay off but school or nursery should be informed

Tonsillitis

No need to stay off but school or nursery should be informed

