



EAGLE PARK SCHOOL NEWSLETTER 60

Friday 14th March 2025

Spring Term 2025

Dear Parents, Carers and Students,

This week our topic was "We are superheroes!" and our students celebrated their strengths, all the wonderful things they can do and the amazing young people they are. It was very moving to hear their growing confidence in themselves and their appreciation of their classmates and teachers too.

We are also working hard on British Science Week experiments and all the classes have been learning about aspects of STEM. Next week we are celebrating Red Nose Day with different activities and a Dress up Day on Friday with the theme "Crazy Red Costumes". All the students will be receiving a red nose and families who wish to contribute to Red Nose Day can send a £1 contribution next Friday.

Daniel Williams has been working hard on the new computing curriculum since he joined us as assistant head in the Summer Term. You can read about some of the work our students are doing in ICT and Coding in this edition and we will be following it up with some news next week about the robots we have bought as the next step in our journey towards making our computer curriculum excellent in every way.

We all wish you a lovely and hopefully sunny weekend!

Margaret Carey

Headteacher



| | |
|----------------------|--|
| Term start date: | Monday 6th January 2025 |
| Term Ends: | Friday 4th April 2025 |
| Half Term: | Monday 17th February to 21st February 2025 |
| Easter Break starts: | Monday 7th April 2025 |
| Easter Break Ends: | Monday 21st April 2025 |

Class News Crane Class



The Cranes have had a marvellous and as always a really busy week! We were fascinated to see that all our flowers are in full bloom in Gardening! Although the white crocuses are starting to die off, lots of purple ones have come through!

In Art we've been creating paintings in the style of Yayoi Kusama by doing potato printing. Later in the week we started to prepare the backgrounds for a new painting where we will be exploring smaller dot patterns.

In Science we learned about nocturnal animals and how they can have big eyes to help them see in the dark but that many of them can't see and have to rely on their sense of smell and their hearing to work out what's around them!

Finally we are proud to report that we are giving DJ Raphi a run for his money in PE. We are getting really good at the moves!

Class News

Robin Class



Robin Class Weekly Newsletter

Well done, Robin Class, for another impactful week of learning!

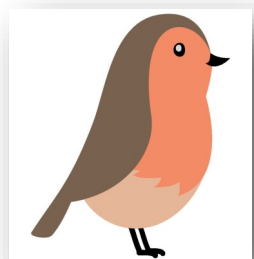
This week, we combined Computing and Humanities by learning different commands and drafting a short piece of writing about a soldier's life during the Blitz. This cross-curricular approach allowed us to develop both technical and historical understanding.

In Art, we explored the work of French artist Henri Matisse, who used paper collages to create striking designs. Inspired by his style, Robin Class produced some fantastic artwork featuring bold shapes and organic images.

In English, we delved into *Charlotte's Web* by E.B. White (Chapter 2). We explored past tenses, identified speech marks in dialogue, and answered comprehension questions — excellent work from everyone!

In Food Tech, we enjoyed making Mixed Pasta Salad. We learned how to safely chop vegetables and enhance flavour with olive oil dressing.

“The greatest glory in living lies not in never falling, but in rising every time we fall.” — Nelson Mandela



Well done, Robin Class — your resilience and creativity continue to shine!

Class News

Dove Class



This week in Dove, we focused on superheroes and our own superpowers. We explored what each of us excels at and shared stories about superheroes.

In PE, we continued to play ball and engage in team sports. We practiced basketball skills, such as bouncing the ball, worked on foot control in football, and practiced throwing and catching in rugby.

In maths, we concentrated on clocks, especially learning about the big hand and small hand, adjusting them to show o'clock times, and trying to relate them to a timetable. In English, we discussed when to use “ing” words for actions and connected them to our daily activities and individual subjects.

In computing, we continued working on our individual projects. Each student communicated about their favourite subjects, created titles, and inserted pictures into their documents to begin telling a story. In music, we sang along, attempting to match our voices to the music. In art, we explored artists who use dots in their work, creating colourful springtime dot art.

Class News

Goldfinch Class



This week, we are celebrating British Science week. Goldfinch create their own “dirtcups” and learn about the fascinating world of worms and composting. The wormery activity also observed how worms break down organic materials which is essential for soil health.

In our stage 2 of Attention Autism. We used sponge to create a beautiful rainbow design.

In Food Tech, we made delicious chicken tacos. They get to choose from a variety of toppings and assemble their own tacos.

This week in Art, we are drawing inspiration from the famous artist Henri Matisse and his iconic leaf cut-outs. Our class made their own designs using bright colours and different shapes.

In Music, Mr. Joe introduced a new song by Beethoven, we all get to play the song using Piano. And some students in Goldfinch surprised us by their talents in playing the instrument by themselves.

And lastly, we used kinetic sand as tactile activity reinforcement and helped us in enhancing concentration and provide calming moments for our class. A wonderful job to everyone!



Class News

Phoenix Class



This week was the start of British Science Week. We looked at how it all started and familiarised ourselves with the names of some famous scientists. Next week we shall be doing our own practical activities based on the theme of 'change and adaptation.'

In PSHE this week we thought about our personal strengths and turned ourselves into AI generated superheroes which we enjoyed sharing with Robin Class in our Friday assembly.

In Maths, we have been focusing on decimals looking at tenths and hundredths and then comparing and ordering decimal numbers.

In English, we have particularly focused on homophones and near homophones this week looking at the correct use of their, there and they're and where, wear, were and we're.

In Humanities, we continued to look at Roman Gods and finished creating posters about a chosen one.

EAGLE PARK SCHOOL NEWSLETTER



Students are nominated weekly for a class award.

**This week's EPS Eagle
Class Award goes to:**



Crane: Kevin

“For showing good listening skills.”

Robin: Degmo

“For learning her poem for
Poetry By Heart. “

Dove: Jakub

“For excellent IT work.”

Goldfinch: Micah

“For listening well and making
good choices.”

Phoenix: Taylor

“For consistently excellent effort.”



EAGLE PARK SCHOOL NEWSLETTER

Upping our Game with Computing



This year we redesigned our computing and ICT curriculum to ensure that we are answering the needs of all our students and making sure they are reading for the technology of the future.

Computing at Eagle Park school is guided by three key principles: **Communication, Control, and Create**, ensuring students develop digital literacy, independence, and problem-solving skills. Pupils learn to **communicate** their needs and ideas through technology, starting with basic interactions on touch screens and progressing to creating documents, presentations, and multimedia projects on software's at their level such as micro-soft packages and Pictello Visual Stories. They gain **control** over digital tools by giving instructions to computers or electronic items, beginning with simple navigation with electronic toys, Bee Bot and computers/tablets which advances to structured coding with Scratch and BBC Microbits, where they experiment with loops, conditional statements, and debugging. The **create** principle encourages students to use technology in unique ways, from documenting experiences with computers to using computers for art or play activities, designing presentations, manipulating images, and building digital models. This structured approach empowers students to express themselves, interact with technology effectively, and develop independence in a digital world.

In the photos you can see some of the amazing things that our students are doing and how engaged they are with technology and learning.



EAGLE PARK SCHOOL NEWSLETTER

Eager Eagles Reading Time

A new flexible approach for the whole school. Each class will be reading books each day, at the same time, helping to create a shared sense of focus and enthusiasm for reading and books.

Goldfinch Class

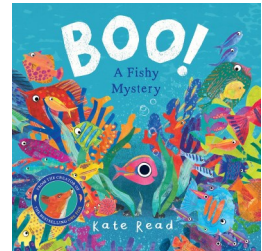
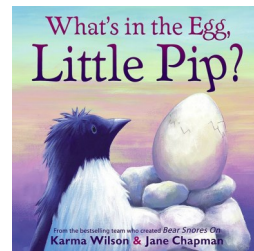
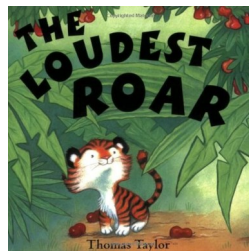
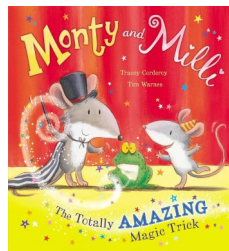
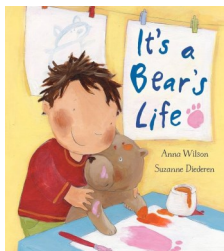
It's a Bear's Life by Anna Wilson and Suzanne Diederer

Monty and Milli The Totally Amazing Magic Trick by Tracey Corderoy and Tim Warnes

The Loudest Roar by Thomas Taylor

What's in the Egg, Little Pip by Karma Wilson and Jane Chapman

Boo! A fishy Mystery by Kate Read



Crane Class

Jack and the Giants by Julia Donaldson

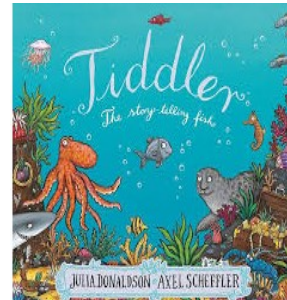
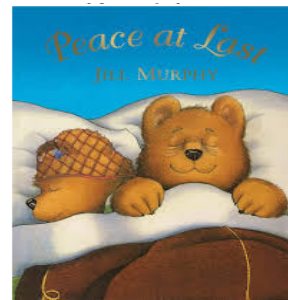
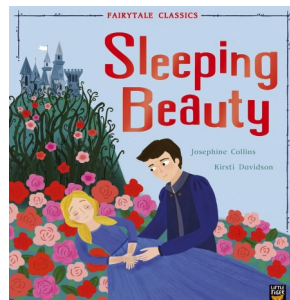
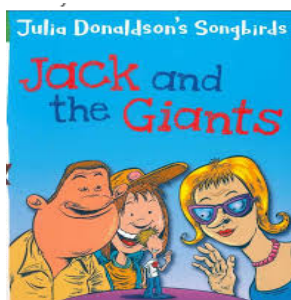
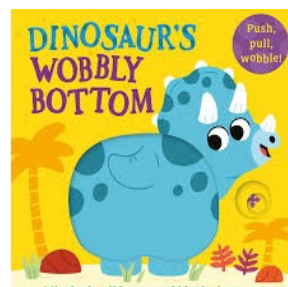
Sleeping Beauty by Josephine Collins

Peace at Last by Jill Murphy

Dinosaur's Wobbly Bottom by Kit Frost

Tiddler by Julia Donaldson.

It Wasn't Me by Lucy Barnard



EAGLE PARK SCHOOL NEWSLETTER

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A new flexible approach for the whole school. Each class will be reading books each day, at the same time, helping to create a shared sense of focus and enthusiasm for reading and books.

Robin Class

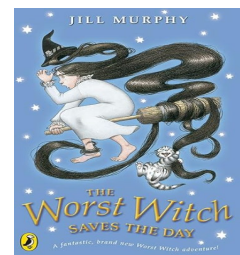
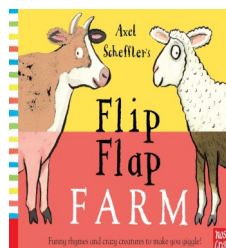
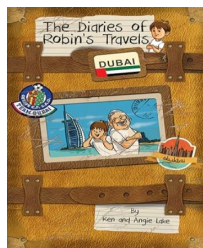
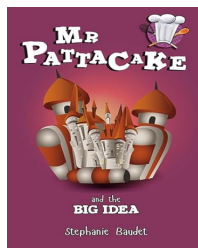
Mr PattaCake and the Big Idea by Stephanie Baudet

The Diaries of Robin's Travels by Ken and Angie Lake

The Worst Witch Saves The Day BY Jill Murphy

Flip Flap Farm by Axel Scheffler's

Rudy's Worry by Tom Percival



Dove Class

PJ Masks Battle of the HQ by Pat-a -cake and PJ Masks

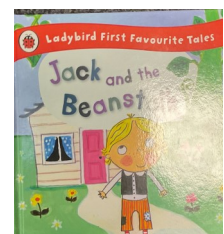
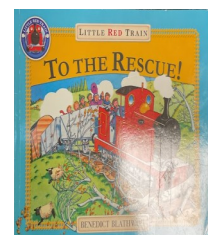
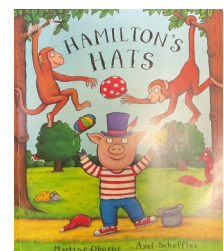
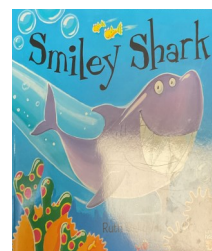
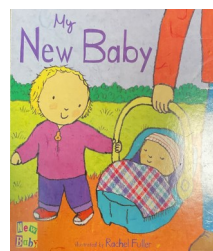
My New Baby Rachel Fuller

Smiley Shark by Ruth Galloway

Hamilton's Hats by Martine Osborne and Axel Scheffler

Little Red Train to the Rescue by Benedict Blathwayt

Rudy's Worry by Tom Percival



EAGLE PARK SCHOOL NEWSLETTER

Primary Book Quiz Winners:

Degmohodan

Iman



Micah

Lydia

Temi

Samrat

Hallie

Secondary Book Quiz Winner:

Lilly-Mai

Well done!

Well done to all. Your prize will be given to you next week.

Red Nose Day: Friday 21st March



Eps has chosen to wear **Red Clothing for Comic Relief**

By adding something funny/crazy. This might be mismatched shoes, wearing your t-shirt back to front or something completely different.

Students wishing to participate are asked to donate £1.

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Eagle Park School received a Thank You card from the International school of London (ISL) for Interviewing the headteacher for a project they were doing called neurodiversity. We were asked by ISL to name the Monster on the card.

EPS Students had a few Idea names they are: Blue Goblin, Funny, Lorca, Blue Monster, Adam Looma, Spot, and Banna.

All the names were added to a hat and selected at random.

The Monster's name is: **Looma**



EAGLE PARK SCHOOL NEWSLETTER

Parent Liaison News

Hounslow

The following websites have links to workshops and courses available for children with SEND:

<https://www.autismcentral.org.uk/events> - Here you can access workshops which can be filtered by region.

<https://beta.hounslow.gov.uk/send-local-offer-information-advice-support/courses-workshops-parents-carers> - The courses on offer are divided by heading, to make it easier to navigate.

Some of the Autism Central workshops are as early as next week, so book your place early to avoid disappointment!

LBHF

LBHF offers extensive parenting courses and support for [parents in the borough. More details can be found at:

<https://www.lbhf.gov.uk/children-and-young-people/family-hub/advice-and-support-families/support-families/parenting-support>

Ealing

Ealing Parenting Service offer free parenting programmes and workshops to support parents with new ideas and strategies, tackling all kinds of parenting challenges for children aged between three and 18.

Many programmes and some workshops are also available in community languages.

Further details can be found at: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=9FLZdtjOcMc&localofferchannelnew=0>

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THERAPY PAGE



Gross Motor Skills

What Are Gross Motor Skills?

Gross motor skills involve large movements that engage the whole body, such as jumping, running, climbing, and balancing. These skills are essential for developing coordination, strength, and posture, which in turn support everyday activities like sitting at a desk, maintaining attention, and participating in play and sports.

By encouraging children to develop their gross motor skills, we help them build a strong foundation for both physical and cognitive tasks, promoting better focus, confidence, and independence.

Fun Movement Activities:

- **Animal Walks** – Walk like a bear, hop like a frog, or waddle like a penguin!
- **Balloon Volleyball** – Helps with hand-eye coordination.
- **Obstacle Courses** – Crawl under chairs, jump over pillows, and balance along a line.
- **Dancing to Music** – Great for rhythm and coordination!

Tip: Movement breaks throughout the day can help with focus and reduce restlessness.



OCCUPATIONAL THERAPY

SPEECH & LANGUAGE THERAPY



Total communication

Total communication is an approach that values and encourages the use of all forms of communication (e.g., speech, gestures, AAC, body language) to pass on information, make requests and share thoughts/ideas with others.

Top tips for total communication:

- **Create a total communication environment.** Encourage and make the following accessible:
 - Pictures/symbols
 - Written information
 - Signs (e.g., Makaton)
 - Varied facial expressions and body language
 - AAC devices where relevant
- **Model the use of total communication** without demanding your child to do the same. Demonstrate that these tools are available for them to use.
- **Follow your child's lead** - wait and listen to what they are trying to communicate with you.
- **Provide opportunities for them to communicate** throughout the day - e.g., giving a choice between snacks.
- **Be responsive** to any forms of communication.

EAGLE PARK SCHOOL NEWSLETTER



Parent Teacher Progress Meetings

You are invited to discuss your child's progress in class with their teacher and headteacher. Parents/carers will be contacted beforehand to be allocated a meeting slot.

 Monday 17th March -Crane Class

 Tuesday 18th March -Goldfinch Class

 Wednesday 19th March -Robin Class

 Thursday 20th March -Phoenix Class

 Friday 21st March - Dove Class

EAGLE PARK SCHOOL NEWSLETTER

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about YOUTUBE KIDS

YouTube Kids is an easily accessible, child-friendly version of YouTube, offering a colourful and easy-to-navigate environment which is suitable for young children. Although YouTube Kids is obviously intended to be an extremely child-friendly platform, it's still raised concerns over its advertising policy, as well as inappropriate content seeping through the curation process.

SETTING UP

- 1 Download the YouTube Kids app and connect to it with your own YouTube account.
- 2 Input the child's name, age and birth month.
- 3 Select the type of videos you want to include for them, based on their age and your own personal choice.
- 4 If you decide to approve the content yourself, the app will present you with sample videos to accept and reject.
- 5 Once you've made your choices, the app is ready for the child to use!

Advice for Parents & Educators

REMOVE ADVERTISEMENTS

Adverts on YouTube Kids are as pervasive as they are on its parent app. If you'd prefer a child wasn't exposed to ads, a paid subscription to YouTube Premium removes adverts on YouTube Kids. It's worth remembering, though, that this won't block adverts or promotions which creators include in their videos – and children are still able to watch channels belonging to fast food or toy companies.

BE WARY OF UNSUITABLE CONTENT

YouTube Kids has a lower chance of showing unsuitable material than YouTube, but there have still been reports of malicious users deliberately uploading inappropriate content. It's important to communicate openly with children if they're exposed to any inappropriate content, to help them feel more comfortable coming to you in the future. It's also a good idea to report inappropriate clips, which can be done by tapping the three dots in the corner of the video.

DISABLE THE SEARCH OPTION

YouTube Kids allows you to disable the search feature, which may be useful in preventing a child from unintentionally finding age-inappropriate content. Doing this will also give you more control over what younger users can watch. It's also worth noting that setting an age limit will ensure that children are only exposed to recommended videos that have been deemed suitable for their age group.

RESTRICT VIEWING TIME

The YouTube Kids app provides the option of setting up a timer to monitor and limit a child's daily usage. It automatically stops the video when it reaches the pre-set time. It may be best to make use of this feature to prevent screen addiction, which can potentially lead to youngsters staying up too late, affecting their mood and concentration the following day.

MONITOR WATCH HISTORY

YouTube Kids has also made it possible for parents and carers to see what their children are watching on the app by clicking on the 'Recommended' icon on the top right of the home screen. It may also be worth having a look at what the child has recently watched by clicking on their history tab. The red bar on the video shows how much of the video they've watched.

WATCH TOGETHER

It's important to make YouTube Kids a fun and positive experience for children. This may require some time being spent finding channels and content that young people will enjoy and benefit from. Try introducing family sessions where you can share the most enjoyable videos that you and the child have recently watched. This can be a great way of giving you both new things to talk about.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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What Parents & Educators Need to Know about IN-GAME CHAT

WHAT ARE THE RISKS?

Video games are continuing to grow in popularity – including, of course, among children and young people – and the emergence of gaming communities has been accelerated by the inclusion of chat functionality across many different titles. While in-game chat isn't inherently a bad thing, it can create some concerns about online safety and the people that children might be interacting with.

DIFFERENT TYPES OF CHAT

There are a number of ways that gamers commonly chat with one another online. As the name would suggest, in-game chat happens within the game itself. There's also party chat: a group voice conversation that console users can have with anyone on the same platform. This tends to be more commonly used by players who already know each other. Finally, many gamers – especially on PC – will chat via a third-party app such as Discord.

CONTACT WITH STRANGERS

Whether it's text- or voice-based, in-game chats is frequently open to all players to use. Many games default to making it an opt-in function, but some don't: meaning a child could start seeing messages within the game from people they're playing with, regardless of whether they know those individuals or not. While most strangers won't necessarily have ill intent, there are some who may behave inappropriately when chatting to a child – intentionally or otherwise.

DANGER OF GROOMING

It's been reported that some young gamers have encountered older players online who pretend to be a lower age to manipulate children, sending gifts in exchange for chatting and sending photos. Just as on any messaging platform, it's good to advise young people to avoid speaking to strangers; emphasise that they shouldn't accept gifts from anyone online that they don't know.

BULLYING AND ABUSE

While some in-game chat can turn toxic – because of how a match plays out – others turn that way because of people who engage in trolling – in essence, behaving in an offensive and abusive way simply to cause pain or get a rise out of whoever they're talking to. These 'trolls' often lean on racial slurs, anti-LGBT sentiment and other hateful rhetoric; they normally feel most confident preying on younger, more impressionable gamers.

POTENTIAL FOR PRIVATE CHAT

If a player would like a re-match with a stranger after meeting them in the game, they can send a friend request, or use the party chat together in the future. For the most part, this is harmless – but it might lead to messages being exchanged in private. This could then escalate to the sharing of private information, and potentially attempts to manipulate or scam younger players.

COMPETITIVE ATMOSPHERE

Certain games are very competitive, and players can sometimes get upset if they feel a teammate is underperforming, an opponent won unfairly, or they're just a bad loser. This can lead to unpleasant messages that stray away from playful 'trash talk' and wander into the territory of bullying. Some players have been known to get incredibly abusive in situations like this, and the impact of this on a young gamer's emotional wellbeing could be severe.

Advice for Parents & Educators

LOCK-DOWN IN-GAME CHAT

In-game chat can often be disabled in the game's settings. This allows children to play without risk of contact from strangers – but it will need to be done in each individual game. Text chat appears in the corner of the screen in many titles, so it's normally easy to take a quick glance and see what's being said. With voice chat, explain to children what behaviour is inappropriate, so they can spot the dangers themselves.

REPORT POTENTIAL OFFENDERS

Most games offer a robust means of reporting other players, so you can flag an account as potentially harmful. This normally leads to the account not being matched with yours in the future and, if that person's conduct breaks any of the game's rules, they may be banned from playing entirely. This is done within the game itself, so each title has a slightly different process, but these tend to be designed for simplicity.

CONSIDER OTHER CHAT OPTIONS

If a child wants to play with people they know, consider using party chat or a third-party service like Discord. This allows everyone involved to chat on a private server and even enjoy each other's company while playing different games. It's also far more secure, as anyone looking to join will need to request and be granted access – normally by whoever is hosting the chat.

COMMUNICATION IS KEY

Make sure children understand the differences between being competitive and being abusive. Talk about what constitutes unusual or inappropriate behaviour from strangers online. Be clear that if anything ever concerns or worries them, they should tell a trusted adult as soon as possible. Empower children to identify the risks of in-game chat for themselves and reassure them they won't get in trouble for seeking help if anything goes wrong.

Meet Our Expert

Lloyd Coombes is the Editor in Chief of GGRcon and has been working in the games media industry for five years. He's also a parent and therefore understands the importance of online safety. Writing mainly about tech and fitness, his work has been published at sites including IGN, TechRadar, and plenty more.



Source: See full reference list on guide page at nationalcollege.com/guides/in-game-chat



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EAGLE PARK SCHOOL NEWSLETTER



Eagle Park School Term and Holiday Dates
Academic Year 2024-2025



| September 2024 | | | | | | | October 2024 | | | | | | | November 2024 | | | | | | | December 2024 | | | | | | | | | | | | | |
|----------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
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| | | | | | | 1 | 1 | 2 | 3 | 4 | 5 | 6 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| January 2025 | | | | | | | February 2025 | | | | | | | March 2025 | | | | | | | April 2025 | | | | | | | | | | | | | |
| M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | | | | | | | |
| | | | | | | | | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | |
| May 2025 | | | | | | | June 2025 | | | | | | | July 2025 | | | | | | | August 2025 | | | | | | | | | | | | | |
| M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | 1 | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | |
| | | | | | | | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|--------------|--|---------------------|---|---|
| Autumn Term: | Starts: Monday 2 September 2024 Ends: Friday 20 December 2024 Half Term: Monday 28 October to Friday 1 November Christmas break starts Monday 23 December 2024 and ends Friday 3 January 2025 | 75 days | Public holidays during 2024 – 2025 | |
| Spring Term: | Starts: Monday 6 January 2025 Half Term: Monday 17 February to Friday 21 February 2025 Easter Break starts Monday 7 April and ends Monday 21 April 2025 | 60 days | Christmas day Boxing day New Years day Good Friday Easter Monday Early May bank Holiday Spring bank holiday | Wednesday 25 December Thursday 26 December Wednesday 1 January Friday 18 March Monday 21 April Monday 5 May Monday 26 May Monday 25 August |
| Summer Term: | Starts: Tuesday 22 April 2025 Half Term: Monday 28 May to Friday 30 May 2025 Ends: Tuesday 22 July 2025 Summer Break starts Wednesday 23 July 2025 | 60 days 195 days | | |

= School day
 = School holidays
 = Staff inset day
 = Bank holidays
 = Weekends
 Eagle Park allocates five non-pupil days.

EAGLE PARK SCHOOL NEWSLETTER

Labelling items

Please ensure every item of your child's clothing - including gloves and hats - is labelled with their name. This ensures items can be returned to their owner and saves time when getting ready to go outside. We have some items of clothing that can never be returned to their rightful owner because they are not labelled.



Reporting pupil absence



In line with our Attendance Policy, parents/carers must telephone the school (0203 8765076) or sent an email to admin@eagleparkschool.co.uk to inform us of the specific reason for their child's absence on each day of absence (unless the illness is prolonged, e.g. chicken pox). Symptoms must be provided; advising that children are 'sick' or 'unwell' does not give enough information. In accordance with Government recommendations, a pupil suffering from diarrhoea and/or vomiting must remain off school for 48 hours before returning. For example, if they are sent home from school on a Tuesday after being sick, they can return on Friday, provided there are no further episodes of vomiting on Wednesday or Thursday.

EAGLE PARK SCHOOL NEWSLETTER

Updates to contact details

If you need to update your contact details, or the details of one of your emergency contacts, please email the school office

admin@eagleparkschool.co.uk with the new information as soon as possible.

Contacting our school office

Our school office hours are 8:00am-3:45pm; by telephone (0203 876 5076), and by emailing **admin@eagleparkschool.co.uk**. All emails for staff are sent to this account; staff's personal email addresses must not be used. Emails are read throughout the school day; we aim to respond to non-urgent emails within five school days. If our office team are unable to answer your telephone call, please leave a message. Your call will be returned as soon as possible.

As a reminder any Safeguarding or urgent enquires you can email Admin on **admin@eagleparkschool.co.uk** or Telephone and leave a message on (0203 876 5076) out of school hours.

Our School Aim

To give our pupils a purpose & equip them for their future.

To build positive relationships with all stakeholders.

Celebrate success & achievement, no matter how big or small.

Our School Vision

More than just a school, we are a community with a culture and ethos that embodies "togetherness". We work hand in hand to develop curious and confident children with an understanding of how to be socially, morally, spiritually and culturally aware

Our school Values

Our 3E's promote self esteem and confidence

Effort - I will always do my best

Equality - I will always respect others

Empathy - I will try and understand how you feel