



# St Luke's News

A Christian school that serves a diverse community and works in partnership  
with parents to develop the whole child.



23rd February 2024

Dear Parents & Carers

Our Easter journey has begun and each week as we build to Easter weekend, we are focusing on a different element of the story: Arrival into Jerusalem, Last Supper, Betrayal, Crucifixion & Resurrection and how they link to our values.

This week we focused on the 'Service' aspect of Jesus' life and how he put others before himself – he was a very unusual King! We asked our Times-Tables Rock Star champion from before the holiday to make



a triumphal entrance into an assembly – walking over the 'cloaks' of his friends and cheered on by all the children. When asked how it felt to come into assembly like that he said '*Exciting and...embarrassing*'. We talked about this 'contradiction' and how Jesus felt a contradiction as those cheering his entry to Jerusalem would be the same people who would ask for him to be crucified.

Next week we will be concentrating on what we can learn from the Last Supper.

## Half-Term homework challenge – the winners

Friday saw 8 winners from our 'Design a school of the future' homework competition. Well-done to all the entrants and their families who had spent a lot of time working on their designs – look out for the next competition which will be set for the Easter holidays.



## KS2 Badminton Champions

Our Y3&4 Badminton Champions (as featured in last week's newsletter) presented themselves to Friday's assembly and showed off their medals and trophy to the rest of the school. We are very proud of them and wish them luck in the 2024 London Borough Youth Games.



## St. Luke's International Sports Star!

The half-Term holiday saw one of our sportspeople travel to Barbados in the Caribbean to play cricket on 'Tour'. Last year as a Y3 he attended cricket coaching at the school and was spotted by the coaches who introduced him to the prestigious Blackheath Cricket Club who took him on tour with older boys and he was able to bowl and bat and in one game, a win, he scored 39! He also got to meet a cricketing hero of mine Joel Garner (right), a 6ft 7 inch demon fast bowler who destroyed the batting orders of all the top test teams.



## 6-a-Side Champs

On Friday, both our boys and girls Football Team travelled to St Helen's school to play the first of our 6 Aside games of the season. Both teams performed well and the results were:

St Luke's Boys 3 v 1 St Helen's Boys - (*Gbolade 2, Emmanuel 1*)

St Helen's Boys 2 v 5 St Luke's Boys. (*Nana 3, Malachi 1, Faisal 1*)

St Helen's Girls 0 v 0 St Luke's Girls

St Luke's Girls 1 v 3 St Helen's Girls

Well done. More games to come...

## Easter meal invitation to Parents

You are invited to join us for an Easter meal on the 22nd March.  
Please see the flyer below for more details





### RE Conference

Thursday saw Miss O'Garro and 6 of our students represent St. Luke's, along with 11 other schools, at the Newham RE Conference hosted at Elmhurst School. Our children worked with the other schools to discuss some important issues facing our world.



### Early Years Pupil Premium (EYPP)

Did you know your child's early years education provider could get up to £353 per year to help with your child's education. (This will be paid direct to your provider.)

EYPP will help your child to:

- benefit from extra resources and equipment suited to their needs
- enjoy a range of new play, learning and activity experiences
- be better prepared for starting school. Childcare settings will have to demonstrate to Ofsted how funds have been used to improve your child's education.

## Who can apply?

You can apply for early years pupil premium if your child is aged 3 or 4 and gets 15 hours free childcare.

If you are claiming one of the following benefits or credits, your provider may be able to claim additional funding for your child:

- Income Support • Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual, household, gross income of no more than £16,190)
- Universal Credit (if you are entitled to Universal Credit and have an annual net earned income equivalent to and not exceeding £7,400, assessed on up to three of your most recent Universal Credit assessment periods).

EYPP may also be paid for children who meet the following criteria:

You may also get EYPP if your child is currently being looked after by a local authority in England or Wales or if your child has left care in England or Wales through:

Adoption, special guardianship order or a child arrangements order. Please speak to the office for more information on how to apply.

*For more details you and a direct link, scan this QR code.*



## Y5&6 visit to the UTC School Beckton

Just after Christmas our school received an invite from Shafina Vohra, an A-level Psychology teacher, LEGO Innovation Curriculum Lead and PhD student (Design Engineering) at the London Design & Engineering UTC at Beckton. Not only is Shafina a very talented teacher but her use of Lego in design situations has led to her making the top 10 of the Best Teacher in the World competition. It was a great opportunity for our children to work with older innovative minds and have fun!



## Message from Early Years

Hi all, I am looking to start up a toy library in EYFS. If anyone has toys/books that they would like donate please come and see me. Thank you all in advance.

Regards

**Ms Yeter**





## Top Tips for Parents and children

This week's top tips poster is helping your child to learn how to self-regulate themselves – how they learn to manage their 'feelings' and not get overwhelmed by them. Please check out the poster below - or download it from our [Online Safety](#) page on our website (which is under the [Parents' Page](#) on the top bar) where you will also see lots of other tips.

# 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**  
It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.
- 2. MEET CHILDREN HALFWAY**  
Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.
- 3. FACTOR IN THEIR BASIC NEEDS**  
Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.
- 4. REMAIN PATIENT**  
If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.
- 5. BE 'A DYSREGULATION DETECTIVE'**  
While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**  
There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.
- 7. TRY SENSORY RESOURCES**  
An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.
- 8. NURTURE INDEPENDENCE**  
If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**  
Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.
- 10. FORMULATE A PLAN**  
As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.



# St Luke's Church

BUILDING BRIDGES WITH OUR COMMUNITY

## Job opportunity at St Luke's Church

*Part-time Youth &  
Children's  
Worker.*

**Part time Youth & Children's Worker**  
St Luke's Canning Town are looking to appoint a Youth & Children's worker who is passionate about seeing young people's lives transformed by Jesus.

Are you the person to work alongside our Youth and Children's Pastor in developing our ministry to under 18s?

For more information and to apply,  
visit [www.stlukes16.co.uk](http://www.stlukes16.co.uk) or email [rev.amystott@gmail.com](mailto:rev.amystott@gmail.com)

**Application Deadline: 5pm Thursday 29th February.**

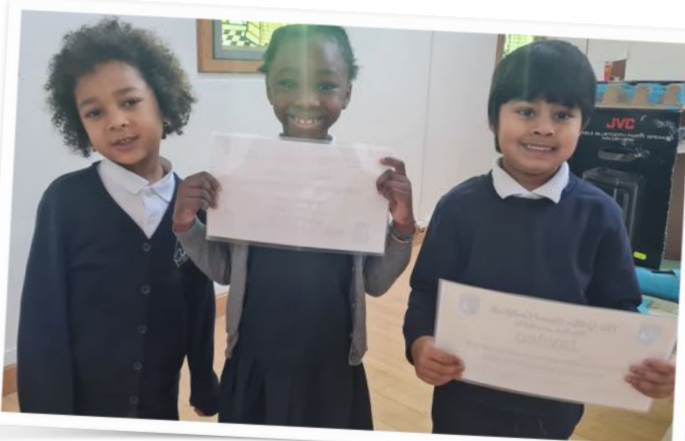
There is a genuine occupation requirement that the post holder is a Christian  
The position is subject to enhanced DBS enquiries

## Golden Assembly & Birthdays





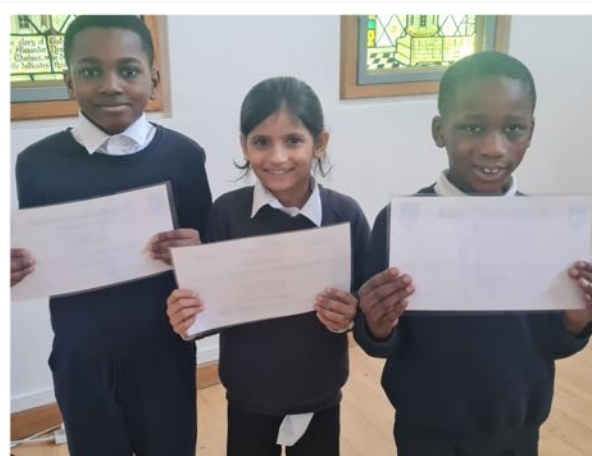
YR



Y1



Y2



Y3



Y4



Y5



Y6



# SPRING 2024 Academy!



## Newham & Essex Beagles Academy

**NEW** athletics sessions for young people this spring

This block of eight weekly coaching sessions will provide an introduction to Track & Field Athletics, as well as try-out, in a friendly and inclusive environment, supervised by qualified Newham & Essex Beagles coaches.



## Starting Sunday 18<sup>th</sup> February 2024\*

**10:00-11:30 – School years 4 to 5** (minimum 8 years of age)

**11:30-13:00 – School years 6 to 11+**

\*Sessions 18<sup>th</sup> & 25<sup>th</sup> February; 10<sup>th</sup>, 17<sup>th</sup> & 24<sup>th</sup> March; 7<sup>th</sup>, 14<sup>th</sup> & 21<sup>st</sup> April (NB: NO SESSIONS 3<sup>rd</sup> & 31<sup>st</sup> March)

## London Marathon Community Track

Marshgate Lane, Stratford, E20 2ST.

**Cost : £7 per child per session**  
(non-refundable)



in partnership with



**active**  
newham

To find out more or book a place email [beagles.academy@gmail.com](mailto:beagles.academy@gmail.com)  
giving your child's name, date of birth, school, year and contact details.

[www.newhamandessexbeagles.co.uk](http://www.newhamandessexbeagles.co.uk)



# Spring Term dates

## Feb. continued

- 26<sup>th</sup> Y6 SATs & Stubbers online meet for parents
- 27<sup>th</sup> Institute of the Imagination (loi) workshops for Y1,2,3,4&6
- 27<sup>th</sup> Y5 visit Art Gallery
- 28<sup>th</sup> YR Vision & Hearing check
- 28<sup>th</sup> Y4 Romans workshop visit

## March

- 5<sup>th</sup> Y5 girls visit Eastleigh Secondary for Female Empowerment workshops
- 7<sup>th</sup> World Book Day – dress up as character + Book Fair
- 8<sup>th</sup> AM Maths Learning Walk by external advisor
- 8<sup>th</sup> PM Tree pruning workshop from Trees in Cities
- 11-15<sup>th</sup> Science Week
- 11<sup>th</sup> AM How we teach reading morning parents invited
- 13<sup>th</sup> Y5 visit to Science Museum for Flight topic
- 18<sup>th</sup>-22<sup>nd</sup> Parent teacher meetings all week
- 20<sup>th</sup> Y5 visit to Cody Dock – River of Hope
- 22<sup>nd</sup> End of Term Music concert 9am
- 22<sup>nd</sup> Clubs end for the Spring Term
- 26<sup>th</sup> 2pm Y3&4 Easter Show – parents invited

*Hope you have a relaxing weekend*



**Matt Hipperson**  
**Head Teacher**