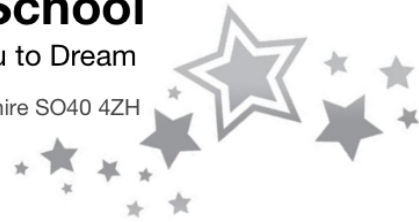




Marchwood Junior School

Our Learning Family that Inspires you to Dream

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9th October 2026

Dear Parent

Coming up soon are our first round of ACE times - a great opportunity to find out about your child's learning. We have an Adult and Child Evaluation (ACE) time each term for every year group, and it allows parents to listen and see what the class have been doing and look through their child's books.

On Tuesday 20th October is our Y3 ACE time, Wednesday 21st October is our Y5 ACE time and Thursday 22nd October is our Y6 ACE time. I know all three year groups are excited about sharing their new knowledge (Y4 will have their first ACE time in December).

Doors will open at 2.10 for a 2.15 start for each year group.

What's on next week?

Friday	PTFA Film Club - Doors open at 5:15 and the film starts at 5:45. Children are picked up at 7:45pm.
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Scouts

On Monday, Ellie from Marchwood Scouts visited us in assembly to introduce the children to the exciting adventure of scouting. She spoke about the many opportunities Scouts offers for children to build confidence, try new challenges, make friends and have fun through a wide range of activities. Scouting is a fantastic organisation that helps young people develop important life skills while enjoying new experiences outdoors and in the community. A flyer with more information can be found below.

5th Marchwood

Adventure, fun and a place to belong!

If you're aged 4 - 14, you're invited to join us at
5th Marchwood Scout Group



Our meeting times are -

Squirrels	(4-6 yrs) - Mondays, 16:30 - 17:30
BEAVERS	(6-8 yrs) - Mondays, 18:00 - 19:00
cubs	(8-10.5 yrs) - Wednesdays, 18:30 - 20:00
SCOUTS	(10.5-14 yrs) - Tuesdays, 19:00 - 21:00

Adults can join the fun too!
We're always looking for adults to join our volunteer team.

For more information email -
WilliamHolmes@5thmarchwoodscouts.org.uk

Firework Marshals

We would love to invite parent volunteers to help marshal our Fireworks Evening on Wednesday 4th November. To help keep everyone safe and ensure the evening runs smoothly, volunteers would need to be on the school site from 4.30pm for a short safety briefing, until approximately 7.30pm. This is always a wonderful evening for our school community, and we really could not make it happen without your support. Food and a drink will be provided for all volunteers. If you may be able to help, we would be so grateful if you could please email dhoskins@marchwoodjun.co.uk

A vibrant poster for a fireworks display at Marchwood Junior School. The background is dark blue with colorful fireworks exploding. The text is in various colors and fonts, including white, yellow, and pink. It includes the school name, event title, date, times for gates opening and fireworks, ticket availability, and a price table for advance tickets.

Marchwood Junior School

FIREWORKS DISPLAY

Wednesday 4th November

Gates open at **5.30pm** | Fireworks at **7pm**

Tickets On Sale Now!

Available via our shop
<https://mjsptfa.sumupstore.com>

**Advance Tickets on sale until
Friday 30th October**

Tickets will be available on the gate.

Advance Ticket Prices

Adult	Child (Year 6 and Below)	Family Ticket (2 Adults and 2 Children)
£6	£4	£18

Family Tickets are not available on the night!

Lunchtime Enrichment

Monday 12 th October	Spider rings - spooky colouring
Tuesday 13 th October	Halloween lanterns
Wednesday 14 th October	Spooky scavenger hunt
Thursday 15 th October	Cotton ball ghosts
Friday 16 th October	Halloween paper chains

Parent Survey

In last week's newsletter we shared an overview of the responses to the parent surveys completed at our recent parents' evening. Please find below a sample of some of the school strengths identified by parents as well as a response to each of the areas for development suggested:

Strengths (only a sample)

- As a new Y6 student parent I'd like to note how friendly, welcoming and caring the staff team are. Within three weeks my child has settled in like they have always been here. We cannot thank you enough.
- My child has settled well into school despite starting in Y6. They have made friends and they know what area of learning to work on.
- We are very pleased with the managed transition and appreciate the effort put in.
- Systems for peer support are good with older students supporting well
- Very well organised school
- Lots of sporting opportunities
- Communication is good
- Child comes out in positive mood every day
- Found there was a good transition from the infant school with them able to visit multiple times. Parents were also well supported.
- Excellent variety of extra-curricular activities.
- Good communication streams
- Support system for the pupils' wellbeing is very good
- Teacher/Staff availability is incredible.
- Reception Team are lovely. Very approachable.
- Rewarding positive behaviours and culture
- My child has always felt included
- My child feels there is always someone to talk to and feels heard.
- School has a positive influence on the children.
- The school knows my child well and works hard to support him to bring out the best in him.
- Lessons are fun
- Athletics – Love the way the children are challenged.
- Community – the school feels the heart of the village.
- Teachers care
- Clubs are useful
- Great bereavement support
- Supportive with my child's learning difficulties.
- Everyone is very friendly and never feel I can't raise anything – which I am very grateful for.
- Sharing of attainment data
- Love the additional projects outside of the classroom e.g. peer mentor, buddy programs.
- Very caring and kind but with discipline.
- Pastoral care in good
- Presence of head and teachers at the school gate every day
- Lots of support from the SENCO
- Challenging children to exceed expectations
- Strong focus on the whole child (balance between academic and social skills)
- Free sports clubs
- ACE time talks for parents
- Motivation for good behaviour (above the star)

- Love Days
- Great leadership
- Mrs Allen is super lovely
- Things available for all children – clubs/ lunch times
- My child feels cared about and part of the school, not a number.
- Diverse sporting opportunities
- Positive engagement with children

Areas for development

- More clubs offering alternative subjects e.g. crafts, science, gardening, cooking, DT etc. Ask parents for volunteers for help with clubs. Offer free tea and coffee to help.
- Introduction of a football club
- We'd love to see more musical performance (i.e. from guitar lessons)
- Art & Craft club. Drawing Club
- Having more diverse clubs – not just sport
- Possibly some more academic after school clubs like more maths club, gaming clubs, quiz club.
- More varied options for extracurricular activities e.g. music and drama.
- Suggest school football team.
- Invite only club/enrichment for gifted and talented (not just athletics)
- Football/Cricket/Netball clubs
- More info on clubs – didn't realise limited capacity

We are always keen to listen carefully to parental views and to continue developing our extra-curricular offer so that it reflects the interests and talents of our children.

We are very proud of the number of clubs we deliver at MJS, both during and beyond the school day. Enriching children's learning through a wide range of experiences is extremely important to us, and we are grateful to the staff who generously give up their own time to provide these opportunities.

We are always looking to broaden our provision and add new clubs where possible. We were delighted to be able to introduce Drama Club from this week, with Showstoppers returning to MJS, and we will continue to explore opportunities to work with additional providers to strengthen and diversify what we offer.

We are also pleased that our Lunchtime Enrichment continues to be a valuable part of our wider offer, providing many of the arts and crafts opportunities requested by children. Participation in this provision remains very high.

However, we recognise the strong interest in a wider range of clubs, including:

- *Arts and crafts*
- *Music*
- *Cooking*
- *Science*
- *Gardening*
- *DT*

- Academic enrichment
- Quiz and games-based clubs
- More sporting opportunities, including football, cricket and netball

Where possible, we would love to expand in these areas further. A challenge in recent years has been that the majority of our clubs are offered free of charge, which can make it harder to attract external providers, as there is often less scope for them to run sessions at a viable cost.

I am delighted to share that some of our Y6 children are looking to enhance our club provision after half term. At present we are discussing with two groups how to co-ordinate a board game club and a beyblade club. If any parents, are interested in volunteering some of their time to deliver a club, we would love to hear from you. I am sure we will be able to arrange a cuppa for you.

In relation to football, this will replace tag rugby as a lunchtime option in the spring term. This supports the school football team selection that take part in a number of New Forest events across this year. At present we have had two entry level teams attend events this year.

Finally, we acknowledge the comment about club capacity. In this instance, information was not pre-shared because we were not expecting take-up to be as high as it was. Unfortunately, we had to add capacity limits later in order to meet health and safety requirements.

- Y3 transfer not from Infants School, it would be good if some contact was made with his school as it is with those from the Infants.

We can only apologise if you feel your experience was not the same as that of children joining us from Marchwood Infant School.

All children, no matter what feeder school, were invited to take part in the transition events at MJS last summer, and we did make contact with the schools of all children coming to us. Unfortunately, we were not able to visit the setting of every child moving into Year 3, as children arrived from a number of different schools and settings. During such a busy period in the school year, it was simply not possible to co-ordinate visits to all settings.

We do, however, recognise how valuable this contact can be and will continue to reflect on how we can make transition as smooth and supportive as possible for all children joining us.

- Portion size at meal times. Y6 the same size as Y3. Comes home hungry.
- Lunch menu appears to have downgraded with the recent switch.

Nutritional expectations for school dinners are governed by the UK Government's School Food Standards, which ensure that children aged 7 to 11 receive a healthy, balanced diet to support their growth, concentration and long-term health.

At present, the catering team provides similar portion sizes for Year 3 and Year 6 children. However, children also have access to a daily salad bar, including salad, raw vegetables, pasta

and bread, from which they can take as much as they wish. This is designed to help children who may still feel hungry after their main meal.

We are also surprised to hear that there is a perception that the menu has “downgraded”. Feedback from children in the hall has generally been very positive, and parents who have tasted samples have also enjoyed the food. In fact, the amount of fresh ingredients used in the new menu has increased significantly. However, we appreciate that change does not suit everyone, and different preferences are to be expected when catering for such a large number of children.

We will continue to monitor feedback closely and work with our catering team to ensure meals remain nutritious, appealing and appropriate for our pupils.

- My child feels the same children have the chance to take part in sporting events and feels he misses out.
- Involve more children in offsite events. The same children get to experience this and others don't.
- More variety in children being chosen for sports competitions

It is very disappointing to read that some children feel they have missed out on sporting opportunities, as we work very hard to ensure that our enrichment offer is broad and inclusive.

We have received many positive comments about the range of sporting opportunities available at MJS, but we are sorry to hear that this has not felt the same for every child. We strive to create a wide range of chances for pupils to take part, from cross country to tennis, rugby to orienteering, so that children with different interests and strengths can all find opportunities to shine.

We are very proud of the number of children involved in competitions and offsite events:

- 73% of children performed at a New Forest competition last year
- 35 different children competed at Hampshire finals in a range of sports
- 70 different children have already competed at a New Forest event this year

MJS enters the most teams in sporting events in the region, but the number of teams we can enter is sometimes limited by organisers, depending on uptake from other schools. This can unfortunately affect how many children are able to attend a particular event.

- Reports unclear to non-teacher parents.
- More parents evenings are required so that parents can assess children's progress.
- More parents evenings/catch ups would be good to help assess progress
- More opportunities to speak to teacher on how they are doing 1:1.
- Not many opportunities in the year for feedback to parents about progress.

The statutory requirement is for school to complete an annual report with various set requirements. At MJS we have made the decision to split this into two reports, a spring report and a summer report. We feel this provides the opportunity to deliver more timely feedback. The

spring report provides information regarding coverage, progress and targets to work on so that there is time within the year to undertake these actions. The summer report, therefore, is a simpler report that provides information regarding attainment. With both reports a letter is provided stating that teachers are available to discuss it further if you have any questions.

Parents' evenings are scheduled to complement reports. One is set at the beginning of the academic year so that a discussion can be held regarding how your child has settled into the year and hopes for the year can be discussed. The second meeting is between the two reports so that the teacher and parents can review progress towards targets shared in the spring report.

In addition to this we have three ACE times, one a term. These are great opportunities for adults and children to look through books and discuss learning.

If you require further information, please feel free to contact class teachers. Their email addresses are on the half termly newsletter and our school website.

- Better communication for separated families.

We apologise if you have missed any communications.

We try to keep most communication streamlined through our Friday newsletter so that families have one clear point of reference. This is also published on our website, which means families can also search for previous communications if needed.

If you are not receiving the newsletter regularly, please contact the school office and they will be able to check and update our records.

We appreciate how important clear communication is, particularly for separated families, and we will continue to work to ensure information is shared as effectively as possible.

- WAM points seem inconsistent of how to receive them

As a school, we strive to be as consistent as possible in the awarding of WAM points.

Our Behaviour Policy clearly outlines the behaviours we value and the number of points that should be awarded for them. This is intended to ensure fairness and consistency across the school.

However, we also recognise that there will always be some variation between individuals, as people may perceive the same situation in different ways. We continue to reflect on this and work to maintain the fairest and most consistent approach possible.

- Public humiliation of children with names going up and down behaviour charts.

We no longer use a behaviour chart with children moving up and down. A new approach was trialled from Easter in Year 5 and was then expanded across the whole school in September. We now use two separate systems:

- a system where children move up for desired behaviours

- a separate monitoring sheet on teachers' desks for warnings and reminders

This has been introduced to support positive behaviour in a more constructive way, and to avoid the kind of 'public humiliation' that you have described.

We will continue to review our approach to ensure it remains supportive, fair and appropriate for all children.

- No direction for parents on how to support children with their learning – techniques and strategies.

We recognise that the approaches and strategies used in school may be different from those many parents will remember from their own school days.

To support families, our website includes a range of short videos explaining how you can help your child at home. For example, there are videos for each year group showing how we teach the four mathematical operations.

If you are unsure and would like further guidance, please do speak to your child's class teacher, who will be happy to clarify how we teach a particular skill and how you can support this at home.

- Less homework
- Homework is often too easy
- Notifications of homework
- Feedback on homework

We recognise that homework is always a difficult balance to strike, and that families will understandably have different views about the amount, level of challenge and level of support needed. Some parents prefer to support their child closely, whilst others want homework to encourage greater independence.

We believe that homework plays an important role in reinforcing learning and building independence, particularly for children with SEN. It gives children the chance to revisit key skills at a manageable pace and helps to strengthen the home-school connection. Research suggests that primary-aged children who complete homework with parental engagement can make around three months' additional progress in a year compared with those who do not, with this often being particularly beneficial for children with lower prior attainment.

We also endeavour to put reasonable adjustments in place where needed, and we are always open to discussions if a child is finding homework difficult.

In relation to spellings, our homework follows the Spelling Shed scheme to ensure full coverage of age-appropriate expectations. The tasks may appear repetitive, but this is intentional so that children have clear expectations and a reduced cognitive load. Further practice strategies can be found in children's study logs and on our website, where we provide ideas to make learning more varied. Maths homework focuses on retrieval of mental facts and written strategies.

All homework is also available on our website, so if anything is misplaced it can be accessed quickly and easily.

As for feedback, we focus on the learning rather than simply the task being completed. This is usually revisited in subsequent spelling and maths lessons, where children can apply what they have practised at home. Research shows that verbal feedback at the point of learning is the most effective way to support progress.

- Better SEN care for ADHD children
- More about ADHD and expectations towards it.

We recognise that children with ADHD may need different support at different times, and we are committed to meeting children's needs as individually as possible.

All children are different, regardless of any diagnosis, and the support we provide is always adapted to the individual need of the child. Across the school, we use a range of research-led targeted adaptations to support a large number of children with varying needs.

PPPs are shared with parents of SEN children so that we can work together to co-create provision that best supports the child both in school and at home.

We appreciate how important clear communication and understanding of expectations are, and we will continue to work closely with families to ensure the right support is in place.

- Bit too much reliance on test data and not enough teacher assessment

We understand the concern that there may appear to be too much reliance on test data and not enough on teacher assessment.

Summative assessment results from tests are often shared during teacher-parent meetings to provide an overview of a child's progress. It is also a legal expectation that numerical data is included in school reports.

However, it is important to note that teacher assessment happens continuously, all day and every day. Teachers use this ongoing assessment to adapt the learning journey for each child and to respond to their individual needs.

We believe both forms of assessment have value, but teacher judgement remains central to day-to-day teaching and learning. The spring term report will provide further insight, along with clear next steps for your child.

- Less negative and kinder response if PE kit is forgotten. Some sensitive children are upset by negative response.

We understand that some children, particularly those who are more sensitive, may find a negative response upsetting if their PE kit is forgotten.

Our Behaviour Policy states that children receive warnings the first two times they forget their PE kit, and a sanction is only applied on the third occasion. This gives families the opportunity to address any issues and helps to remind children of the importance of being prepared.

We also recognise that, in a junior school, it is not always the child themselves who has forgotten the kit - sometimes this is due to an adult oversight at home. We do understand this.

However, children do need to take part in PE in order to meet the expectations of the National Curriculum, so it is important that they are equipped appropriately. We will continue to seek a fair balance between being understanding and ensuring expectations are maintained.

- My daughter has experienced some nasty comments and behaviour at school from boys. Maybe work on anti-bullying more.
- More monitoring of rough play, particularly boys, that leads to fighting and disagreements. Nip in the bud before escalation.
- Bullying – my child has experienced some bullying repeatedly.

We are sorry to hear that your child has experienced hurtful comments or behaviour, and we understand how upsetting this can be for children and families.

Behaviour is always a focus for the school. We use a range of strategies to promote positive behaviour and address negative behaviour, and we strive to maintain consistency at all times. However, we recognise that some children find behavioural expectations more difficult than others, and every situation can be different.

Supervision levels are maintained throughout the school day, including break times, with many children also having 1:1 support during these periods. We continue to monitor play carefully, particularly where rough play may lead to disagreements or escalation, and we aim to address concerns early.

At MJS, we are committed to managing behaviour in a way that is respectful and effective. Sanctions are often dealt with privately, rather than publicly, to protect the dignity and confidentiality of each child involved. This means that the action being taken may not always be visible, but appropriate responses are put in place when needed.

As stated in our behaviour policy, behaviour is never 'done' - it is an act of maintenance and constant creation. We work hard to teach children how to behave, and we revisit these expectations regularly. Our aim is to go beyond simple compliance and help children become independent and responsible members of the community.

We know that we do not always get this right first time, and behaviour can be complex. However, our priority will always be to support every child and help them learn and grow in a safe, respectful environment.

- If children go on holiday in term times, maybe get them to do a diary/scrapbook of their trip away.

If families choose to take a term-time holiday, we would absolutely encourage children to keep a diary or scrapbook of their trip. This can be a lovely way for them to record their experiences, practise writing, and share their memories with the class when they return.

We have celebrated children who have done this in the past.

- Breakfast club to start at 7.30

We understand that an earlier Breakfast Club start time could be helpful for some families.

However, any change of this kind would need to be financially viable. Last financial year, Breakfast Club made a loss of nearly £4,000, so we must be very mindful of the impact any additional opening time would have on our limited budget.

We know that Breakfast Club is an important resource for many families, and we do appreciate the potential benefit of a 7.30am start. At the same time, we must ensure that any provision we offer has the best possible impact for the children and remains sustainable in the long term.

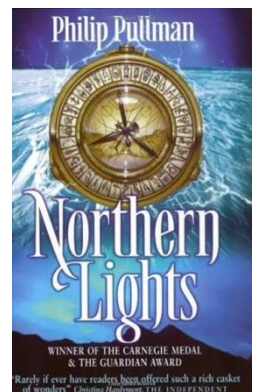
JLT Book Recommendation

Northern Lights

Phillip Pullman

Lyra's best friend, Roger, has disappeared so Lyra and her daemon decide to find him. This quest leads them to where armoured bears rule, witch queens soar and scientists are experimenting with horrifying things...

Josie



Half Term Y6 Bikeability Training

A Level 3 (Year 6+) Bikeability Training course is being delivered at Ballard School, New Milton, on 26th & 27th October. If you are interested in this fantastic opportunity to support children in using the roads safely, please use the link below.

<https://shop.hants.gov.uk/products/level-3-year-6-bikeability-training-ballard-school-new-milton-autumn-2026>

Best wishes.

Mr Hoskins
Headteacher

Year/Whole School	Date	Event
Whole School	Fri 16 th Oct	PTFA Film Club
Year 3	Tues 20 th Oct	Y3 ACE time (2.15pm)
Year 5	Wed 21 st Oct	Y5 ACE time (2.15pm)
Whole School	Wed 21 st Oct	PTFA AGM
Year 6	Thurs 22 nd Oct	Y6 ACE time (2.15pm)
Whole School	Tues 3 rd Nov	Y2 Open Morning
Whole School	Wed 4 th Nov	PTFA Fireworks Evening
Whole School	Fri 13 th Nov	Children in Need
Whole School	Mon 16 th Nov	Odd Socks Day
Whole School	Thurs 26 th Nov	PTFA Disco
Whole School	Fri 4 th Dec	Donation Day (non school uniform)
Year 3 & 4	Tues 8 th & Wed 9 th Dec	Y3/4 Christmas Performance
Year 5 & 6	Thurs 10 th & Fri 11 th Dec	Y5/6 Christmas Performance
Year 4	Mon 14 th Dec	Y4 ACE Time (2.15pm)
Whole School	Tues 15 th Dec	Love of Christmas Day
Year 3 & 4	Wed 16 th Dec	Y3/4 Christmas Dinner
Year 5 & 6	Thurs 17 th Dec	Y5/6 Christmas Dinner
Whole School	Fri 18 th Dec	PTFA Christmas Shop

INSET Days 2026-2027

- Friday 27th November
- Thursday 25th March
- Friday 25th June