



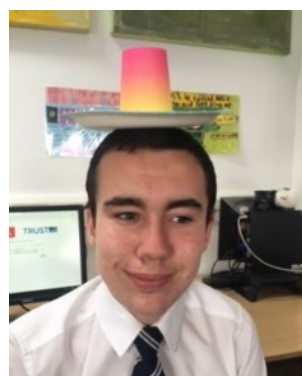
Woodlane High School

Achieving success in a nurturing environment

Online learning

Woodlane students and staff have had to change the way they have been working over the lockdown period. Pupils are now engaging in learning through the use of Firefly. Staff have been exploring best use of this new tool but general consensus amongst pupils is they are enjoying doing their homework tasks online. Staff are now able to see who is doing their homework regularly and pupils are finding the site easy to navigate. Pupils are no longer at risk of using the excuse 'I lost homework' as everyone is now aware of where the homework is.

We have held a variety of different online live learning sessions for pupils including Fitness, Online safety, Art, Den building and Sombrero hat making! To celebrate Mexican Independence day 'El Cinco de Mayo', pupils at Woodlane made Spanish Sombrero Hats! Pupils completed the task at home and at school during a Spanish crafts workshop. Pupils created their sombrero hats using paper plates, plastic cups, and some colourful decorations. Pupils really enjoyed the session! Here are some photos of their fantastic hats...



Miss Roberts and Miss Davey have been running weekly virtual lessons for KS3 in literacy. We have been playing lots of fun games together, such as:

Guessing the monster from the description (and then drawing our own monsters).



Describing and guessing the mystery foods. (what do you think this close-up food might be?)



Making predictions about mysterious video clips.



And doing fun quizzes.

6. A girl leaves a prince's palace at midnight but drops a glass slipper.

Name that story!



- a) The Snow Queen
- b) Snow White
- c) Cinderella
- d) Frozen

Can you tell me anything else about the story?

The pupils who have attended these Friday lessons have always put in so much effort, and it has been a pleasure to hear their brilliant ideas. Keep practising your literacy, and we will see you in September!

Here are some of the poems created during Mandi's session on life in lockdown. Pupils used the word wall created through their thoughts and feelings about having to stay at home.



The things we miss

I miss the movies with
my friends

The lockdown nightmare
never ends

I'm sulking in my room
again

Isolation

We all feel isolated

There is only one place we can be
located

No going out is making us angry

Being at home is making us hungry

Government restrictions are making us
lonely

Particularly K is getting moan-y

Staying at home is becoming a night-
mare

Lockdown

Lonely and isolated

Overbearing pressure

Crazy cuckoo

Kindness and care

Deranged

Overeating Oreos

Worried and sad

Lockdown is...

Lockdown is so stressful

Lockdown is so dumb

I hate lockdown

I will never understand!

Fitness and health

With Woodlane being closed during lockdown and with all of us spending more time at home, it was more important than ever that we all kept moving and stayed healthy and positive. Exercise is an important tool to help us feel happier, more energised and more optimistic.

The Woodlane PE live learning workouts were focused on being fun and suitable for all ages and abilities, and even parents got involved! You did not need any equipment and students could just tune in every Tuesday at 11am for a fun 30 minute workout.

Every student worked so hard during each of these sessions. A big well done to every student and parent that participated! Remember to stay active and safe over the summer!

Mr. Best



Woodlane's big quiz

Woodlane has had a weekly live quiz over lockdown.

Questions have varied and include geography, history, spelling, mind puzzles and even mystery guests!

Well done to the winners who have received book voucher prizes.

The winners so far have been: M (Yr.10)

L (Yr.8)

C (Yr.10)

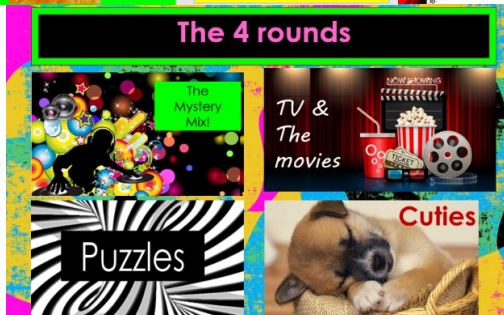
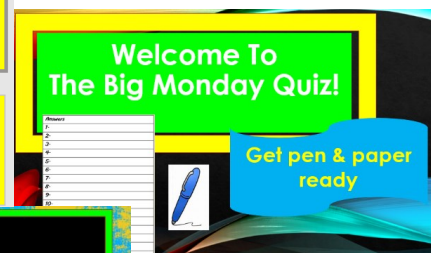
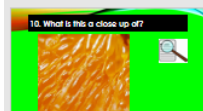
T (Yr.10)

K (Yr.9)

B (Yr.11)

K (Yr.11)

F (Yr.9)



Firefly

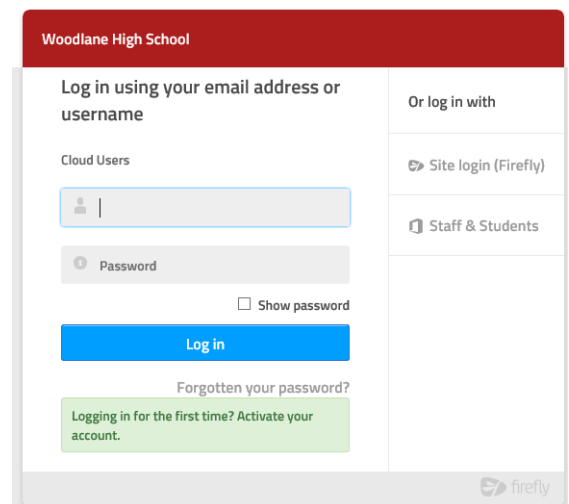
Thank you so much to all parents and pupils for engaging with Firefly, contributing to live learning sessions and working hard to complete homework tasks. The introduction of Firefly has changed the way we set homework and opened up opportunities to deliver live learning sessions. Firefly has also allowed us to deliver home learning resources that are interactive and discussion-based, giving pupils the ability to become independent thinkers.

Pupils have expressed the ease of accessibility to homework tasks on multiple devices which has allowed them to complete homework at a time of their choosing, and a sense of satisfaction and ownership when tasks are submitted immediately and teacher feedback received on their devices.

Feedback from parents say the alternative learning sources such as quizzes, videos and other online resources have helped boost their children's engagement with homework tasks and helped them to be independent learners.

Our Woodlane Monday quiz was a big hit, kicking off the week's live learning sessions with prizes for winners. Cooking, Arts & Crafts and Games were also popular live learning sessions. Pupils said they enjoyed interacting with their peers and found the competitive elements fun and exciting!

Check Firefly for activities over the summer and homework tasks.



Science at home

Materials:

3 white flowers
3 cups
3 different food colours
Water

Instructions:

1. Fill each cup with water half way.
2. Add 3 drops of food colouring into each of the cups. Each cup should be a different colour.
3. Carefully cut the end of each of the flower's stem.
4. Place each stem in a different coloured water cup.
5. Wait one hour and observe your flowers' petals.
6. Wait one day and observe your flowers' petals.

How it works:

The xylem of the flower works like an elevator and brings the water from the cup all the way up the plant's stem and into the plant's petals. When it brings the dyed water up it ends up dyeing the plant's petals. The xylem is what allows the plant to bring the water up from the root to the petals.

Extra experiments:

1. What happens if you add 5 drops of food colouring instead of 3?
2. Keep a picture log of your flower. Take a picture each day, and see how many days does it take your flower to look the most saturated with colour?
3. Try using other types of flowers. Do they work as well? Why do you think we suggested using white flowers?



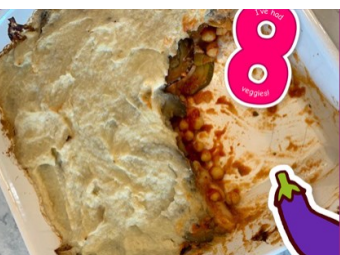
Meet the new Nurture teacher— Miss. Davey



Miss Davey works every day in the nurture room with a small class of students, teaching the class all of the subjects that we study at Woodlane. The class learn in lots of different ways, such as through watching, listening, talking and doing. If you walk past the classroom, you will see them having lots of fun with their learning.

Before coming to Woodlane, Miss Davey taught for many years in a variety of primary and special schools in London. She likes teaching everything, but her favourite subjects are English and art.

Miss Davey says: "I am very excited to have started my new role here. I am really enjoying it, and the students and staff are so friendly and helpful. What a fantastic school!"



Aubergine and courgette beany bake

Ingredients:

HALF A CAULIFLOWER (APPROX. 350G)
1 X LEEK
200ML WATER OR VEGETABLE STOCK
1X AUBERGINE
2 X COURGETTES
1X TIN OF LENTILS
1X TIN OF CHICKPEAS
1X SEEDS OF CHANGE RAGU SAUCE

Method:

1. Slice courgettes and aubergine very finely into thin disks.
2. Steam the aubergine until softened (approx 15 minutes).
3. For the topping- Steam cauliflower until soft
4. Fry leeks over a low heat.
5. When cooked, put into a bowl, add 200ml of water or stock. Blend until smooth.
6. Assemble: Layer aubergine evenly onto the bottom of a lasagne style dish.
7. Cover with the ragu mix.
8. Layer courgette evenly over the ragu.
9. Top with the cauliflower puree.
10. Put in a pre heated oven at 180°C for 30 minutes.

Goodbyes



Victoria



Gaby



Ms. White



Satvinder
'Bubbles' Kaur



Maureen Hill

No image
available

Naoe Takanaka

It is always sad to say goodbye to staff, especially those that have been around a long time or established such positive relationships with pupils and their peers. Each of these members of staff are embarking on new and exciting changes in their lives and we wish them nothing but the absolute best for the future. They will be missed greatly by all.

A message from Miss White....



Dear Woodlane students,

As you may know, I am leaving Woodlane this summer to begin a new role in a school in Singapore— I am excited about this new adventure but sad to be leaving Woodlane. Normally, I would have had the chance to say goodbye to all of you in person but as many of you have needed to stay at home during this time, this has not been possible.

I have really enjoyed teaching at Woodlane for the past six and a half years and working with you all! I will remember all of you with happy memories!

Stay safe, be kind and work hard.

Wishing you all the very best for your futures.

Miss White



Miss



White



says



goodbye!

Sun Safety

There are 8 differences in the pictures below. Can you find them? Circle them in red.



Sun safety is an important topic for the summer months. Try to discuss with your child how to be healthy in the summer months:

- Drinking lots of water
- Wearing sunscreen
- Wearing a hat
- Staying out of the sun

Use this spot the difference to discuss sun safety with your child.

SALT strategies

Conversations during the holidays

‘Conversation skills’ covers a wide range of skills including:

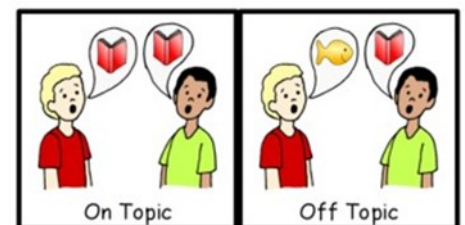
- Body language
- Eye contact
- Use of voice and volume
- Listening
- Greeting and initiating
- Taking turns
- Asking questions
- Answering questions
- Commenting
- Being relevant, using ‘expected’ comments and questions
- Staying on topic
- Ending the conversation

Greeting	Body language	Questions	Comments
Say hello	Eyes looking	Ask questions	Answer questions
Ask a question	Body facing	Stay on topic	Make comments
Talk about weather	Smiling/nodding		Say kind things
Compliment them	Show you're interested		

It is not possible to work on all of these skills at once. Pick 1-2 skills you think your child needs to work on and practise these across a number of weeks, for example ‘staying on topic’ and using body language to show interest in what the other person is saying (e.g. head nodding, eyes looking etc.). Give your child specific praise and feedback when you notice them using the skills you’re working on, e.g. ‘I liked when you looked at me and nodded when I was talking, it showed me you were interested.’

Staying on Topic

What does it mean to ‘stay on topic’? Staying on topic means you are thinking and talking about the same thing as the person you are talking to. You could use a picture like this to explain it.



1. Agree together what the ‘topic’ is you are going to talk about
2. Make it concrete and/or visual e.g. draw a speech bubble on a blank page and write or draw the topic in the bubble
3. Say “we are going to talk about ‘X’ now”
4. Model questions and comments you can use to talk about the chosen topic
5. Start with topics your child likes best and has some knowledge of

Screen time and Social Media

Digital devices at home deliver us entertainment, media and internet access for a whole family. They also provide new opportunities for creativity and imagination. According to research done by Childnet, the Royal College of Paediatrics and Child Health (RCPCH) have produced guidance for screen time use of under-18s. Following research into this area, they have advised that no set amount of time is necessary to adhere to but that devices should not replace sleep, exercise or family time. They advise that devices should be avoided in the hour before bed to promote healthy sleep and have provided the following checklist to help parents and carers make decisions about their family's screen time use:



Is your family's screen time under control?

Does screen use interfere with what your family want to do?

Does screen use interfere with sleep?

Are you able to control snacking during screen time?

Screen time is represented by televisions, computers, tablets and phones.

It is important to make connections linking screen time to our health. Children spending large amounts of time on devices can be more prone to obesity (they are not moving around enough), poor sleeping patterns (blue lights and displaced patterns of sleep), lower well-being, or mental health - so even though no set limit has been agreed by researchers the effects of long-term use has been proven.

Social Media is now an outlet that most children are aware of and will communicate with their peers through. There are 39 million social media users in the UK. 74% of 12-15 year olds have a social media profile. These are huge numbers. Social Media can be very positive: linking friends, educating people on real world issues, giving young people a voice and developing better communication skills. There are also some negatives with social media: using the platform to spread gossip or bully, distorting our own body image, presenting everything as perfect, obesity, potential risky sexual behaviour, poor self-esteem, poor sleep and online harassment.

Make sure to discuss with your child:

Privacy settings: These settings give the user the ability to control who they share particular content with, for example, making a photo you have posted visible to only friends and not the public.



Online friendships: Remind your child to carefully consider who they add as friends or followers, and what those friends and followers can see once added to a contact list.



Geolocation: Young people must be aware of who they are sharing their location with. Location can be turned off or on for each app within the settings of the device.



Consider the photos you upload: It's important that young people consider the images they are posting online and the impact they may have on their own reputation, and the emotions of others. They should always make sure they have someone else's permission before they post an image of someone else.



Maths at home: Uno cards

There are lots of different Maths activities to do with a pack of Uno cards and here are just a few:



- 1) Use the cards to help pupils practice sight recognition of numbers, then get some clothes pegs and they have to clip each card with the corresponding number of pegs.
- 2) Get the pupil to organise the cards according to even and odd numbers.
- 3) Place the cards into 2 piles and flip one from each pile and ask the pupil to multiply, add or subtract the numbers.
- 4) Again, have the cards in two piles with 1 card in the middle. Pupils flip the cards on each pile and have to state which card is higher or lower than the middle card.

YOUNGMINDS

How to support your child through Covid-19

You and your child may be feeling excited about the easing of some of the lockdown restrictions. But it's also normal for children and young people to feel worried or anxious about transitioning out of lockdown. We've all experienced significant changes to our daily lives and routines – and we're living with lots of uncertainty about the coming weeks and months.

During lockdown, we've had to stay home for long periods of time and we've been instructed to keep our distance from others. You and your child may have become very aware of keeping yourselves and others safe, and this can feel worrying.

As some lockdown measures begin to ease, some children and young people may find it difficult and it may take them some time to adjust.

Here are six things you can do to support your child:

1. Explain the changes to the lockdown restrictions. Find out how they're feeling and what they're thinking about. Let them know it's okay to feel scared or unsure, and try to answer their questions and reassure them in an age-appropriate way. Remember, you do not need to know all the answers, but talking things through can help them feel calmer and provide them with some reassurance.
2. Get your child to reflect on how they are feeling about having closer contact with some people and going outside more often. Get them thinking about what feels comfortable and right for them, and prepare them for the fact that some people may react differently to meeting up.
3. Remind them that the rules are there to help keep themselves and others safe, and that they're not forever – things will eventually go back to normal.
4. Spend quality time doing positive activities with your child (such as reading, playing, painting or cooking) to help reassure them and give them a break from any worries they have. This is also a great way of providing a space for them to talk through their concerns, without having a 'big chat'.
5. Keep as many regular routines going as possible to help your child feel safe and secure.
6. Remember that this is a gradual process and that your child may need some time to adjust to the new situation. If your child is feeling worried or overwhelmed, arrange catch-ups with family and friends on a smaller scale at first and start by making smaller trips outside the home.

Supporting your family's wellbeing

This is a really challenging time for families. Parents have experienced a sudden change in their lives and routines. They are also balancing children being home more often or full time alongside their jobs, employment and health worries, financial concerns and care for vulnerable family members. This is inevitably going to feel stressful at times, particularly as the situation continues. Remember, it's okay if things don't always feel okay at the moment.

Helplines and services available

YoungMinds Parents Helpline

- Our Parents Helpline is available to offer advice to parents and carers worried about a child or young person under 25.
- Our trained advisers are here to give you help and advice, whatever the question.
- Call for free on 0808 802 5544 from Mon-Fri, 9:30am - 4pm.

Contact

- [Information on benefits and tax credits](#) that parents and carers could be entitled to if caring for children during the Coronavirus pandemic
- [Advice on what the Emergency Coronavirus Bill means](#) for disabled children and their families
- You can also call their helpline for information and advice.
- Helpline open Monday-Friday 9.30am-5pm. Phone: 0808 808 3555

National Autistic Society

- You can find information about coronavirus on the website – and look out for more ideas and suggestions for supporting someone with autism around routine change, anxiety and sensory issues such as hand washing over the coming weeks.
- You can also contact their Helpline for information and advice. Open Monday-Thursday 10am-4pm and Fridays 9am-3pm.
- Phone: 0808 800 4104

NSPCC

- [Information and advice for parents and carers](#) around coronavirus, including keeping children safe from abuse
- Helpline open Monday to Friday 8am-10pm, and 9am-6pm at weekends: 0808 800 5000

Sexting - What's the law?

Test your knowledge about sharing images online with the quiz below;

1. You have to be careful about what you post online, because it could be against the law. True or false?
2. If a child under the age of 18 sends a picture of themselves to someone else, it is against the law. True or false?
3. If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences. True or false?
4. If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case. True or false?
5. Cyberbullying is not against the law. True or false?
6. It is against the law to pose as someone else online, without their permission. True or false?

Answers

Q1. True - There are many laws that incorporate the online world. A death threat and repeated, harassing messages intended to cause distress are against the law.

Q2. True - The Protection of Children Act 1978 is in place for safeguarding and child protection reasons. In general, the police take a common sense approach to sexting and treat such incidents as a safeguarding matter. However, the potential for cautions, even prosecutions, exists in certain circumstances and could result in a criminal record for those involved.

Q3. True - For children (under 18), police will take a safeguarding approach to the sending of naked pictures, but the potential for cautions, even prosecutions, exist in certain circumstances and could result in a criminal record for those involved.

Q4. True - This may come under the Malicious Communication Act and depending on the severity, the police can get involved.

Q5. False - In general, cyberbullying, like bullying, isn't against the law. If a child messages another saying 'I don't like your hair', this is not against the law. However, some aspects of cyberbullying, could potentially break the law, such as a death threats or harassment and can be sentenced to jail for two years.

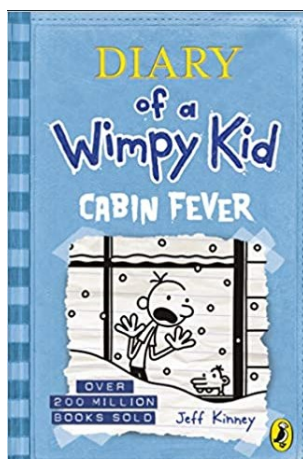
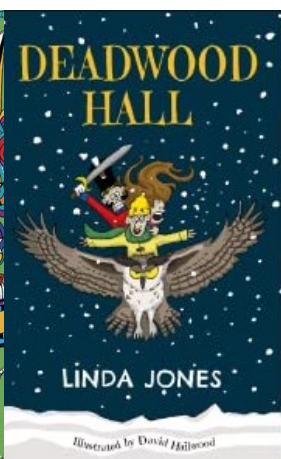
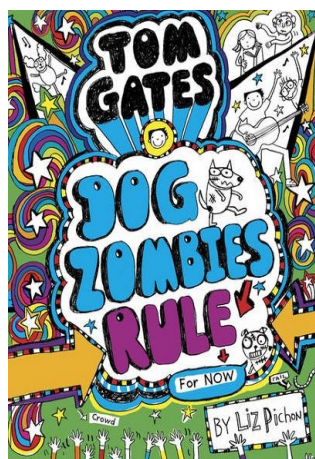
Q6. True - This refers to the Computer Misuse Act and this type of activity is fraud.



Meet our new Assistant Head Miss Corless

I'm really looking forward to joining the team at Woodlane and can't wait to meet and work with the pupils. I will be bringing my creative and forward thinking approach to your outstanding school in a hope to aid the already outstanding learning environment.

Books for summer reading



What have we been doing at school?

Pupils who have come back to school have been participating in a variety of activities. From gardening, scavenger hunts with Miss. Roberts and glue art with Victoria, to reading and comprehension tasks with Mrs. Jelen and playing football with Greg. Pupils have enjoyed getting back into school to see some friends and follow a routine again. We have been having a weekly Monday morning assembly with Mr. Morgan or Mr. Heapy and joining in with the Live Learning sessions run by our dedicated staff. It has been great to see all the pupils coming back and bringing the school to life again.

"It is a little bit strange because they are taking our temperatures but it's worth it because I was bored at home."

C



"I prefer normal school days with lessons and everybody but it's been nice seeing everyone again."

J



"My favourite thing about coming back to School is P.E because you do a lot of fun stuff."

P

"Its been good because I can see my friends."

B



"I came back to school and liked that I can play football with my friends again. It's been great."

M

Your EHCP and drop ins

A big thank-you to all at home who have taken part in remote reviews this term. We have really enjoyed talking to you and your child and we appreciate you taking the time to do this in these unusual circumstances. We hope we will be able to return to face to face meetings in the future.

We have also been running an online drop-in session via Firefly for parents on Monday afternoons. This session is for you to discuss any EHCP or Annual Review questions you have— however large or small. Examples of areas covered are: What does my EHCP mean? What support is my child getting? When is the Annual Review? The EHCP is out of date— can I update it? Who is my case-officer at the Local Authority?

We are also very happy to book a session with you individually to read through the EHCP together.

[Home](#) → [Information](#) → [Key Information and Policies](#) → [SEN Information Report](#)

SEN Information Report

You will find below a list of questions and answers which provide the opportunity to clarify details on our School Offer.

1. Who are the best people to talk to at Woodlane High School about my child's difficulties with learning, special educational needs or disability (SEND)?

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational

Drop in times for next term are to be arranged. In the meantime, if you need help sooner, please leave a message for Mrs. K or Mrs. Emanuel at the office and we will call you when school starts again.

Wishing you all a safe and happy summer!

Mrs. K

You can also find answers to questions about EHCPs on our website.

Year 11 Work Experience Success

On Monday 3rd February, after months of preparation and anticipation, Year 11 took part in work experience for two weeks. The Year 11 students went to a range of places and had a wide variety of experiences, developing new skills and increasing their confidence in the work place. Hamida, who went to Nandos for part of her work experience said: "I really liked Nandos. I learned how to organise things and got better at following instructions. I also really enjoyed the free food!"

Katie, who went to Cedars Primary School PE department for her work experience said: "I really enjoyed helping the kids. I feel more confident now". Other placements that students went to for work experience were – Transport for London, TFL Victoria Coach Station, Little People of Willow Vale Nursery, Wormwood Scrubs Pony Centre, Urban Hounslow Farm, Kite Studios, Dark Sphere and Old Oak Primary School. All Year 11 students worked hard, developed new skills and tried something completely new. Well done Year 11 for completing successful work experience placements!



wordsearch

SUMMER!



CAMPING
FRISBEE
OUTDOORS
PLAY
SHORTS
SUN
SWIMSUIT

DIVING
GRASS
PARK
POPPICLE
SPRINKLER
SUNSCREEN
TAN

FLOWERS
HOT
PICNIC
SANDALS
SUMMER
SWIMMING
WATERMELON

Message from the Head

We would like to thank parents and carers for all your hard work in ensuring your child has participated in our remote learning package over the last few months. We hope you have found the package useful and that it has helped keep your child engaged and learning during their absence from school due to Covid-19 closure. It has been heart-warming to see how governors, staff, pupils and parents have really pulled together in such challenging times, it really demonstrates what an amazing place Woodlane is and what wonderful community we have!



As per my most recent letter, we are keen to maintain contact and support for pupils over the summer break, we will therefore be offering the following:

Remote support

- Weekly differentiated project-based work will be set on Firefly. Please encourage your child to complete as many tasks as possible.
- Tutors will call you and your child on Wednesday 12th August 2020 to 'check-in' with families.
- If your child is on a child protection plan Mrs Maynard/Mr Morgan will call you on Thursday 6th August 2020 and Thursday 20th August 2020.
- The whole school are invited to an e-safety update session (Microsoft Teams) with Ms Islam on Thursday 13th August 2020 at 14.00.
- Year 11 are invited to an exam results Live Learning meeting (Microsoft Teams) on Thursday 20th August 2020 at 11.00.
- The whole school are invited to a Live Learning 'update assembly' (Microsoft Teams) with Mr Heapy on Friday 28th August 2020 at 11.00

- For Live Learning sessions please follow the links on Firefly.
- Senior managers are available throughout the summer break via admin@woodlane.lbhf.sch.uk or each Thursday by calling the school.

In school support

- The school will be open to pupils on Thursdays throughout the summer break.
- Opening hours will be 09.00-15.00.
- We will run 'Theme Thursdays' which will be a combination of care/catch-up, these include;
 - ◇ Thursday 30th July 2020 - Sports and fitness
 - ◇ Thursday 6th August 2020 - Social skills catch-up
 - ◇ Thursday 13th August 2020 - Computing and media
 - ◇ Thursday 20th August 2020 - Creative arts
 - ◇ Thursday 27th August 2020 - Core subject catch-up

If you have requested a session for your child you will now have received confirmation regarding their place. Please ensure you contact your LA directly regarding transportation.

September 2020

- It is intended that Year 7 pupils only return on Friday 4th September 2020.
- In line with current government expectations, it is intended that all pupils will return to school from Monday 7th September 2020, however, this will be based on government/medical advice nearer the time.
- We do not currently anticipate making changes to core school hours, therefore pupils are likely to attend between 09.00 - 15.25. We are also hoping to offer breakfast club from 08.00.
- Mr Morgan will be in contact with parents where individual risk assessments are required regarding a child's return to school.
- We will write to you during the w/c Monday 24th August 2020 to provide further details and provide a full opening risk assessment, which will detail how we will reduce risk during this time.
- You are invited to the Live Learning 'update assembly' (Microsoft Teams) with Mr Heapy on Friday 28th August 2020 at 11.00, as detailed above, where we will provide further details on opening.

Message from the Head

We feel it is even more important during such a challenging time to ensure we continue to celebrate Woodlane pupil achievement through our awards. Our awards recognise significant improvement and contribution to school life. This year's wonderful winners are:

- Role Model Award – D (Year 10)
- Most Improved Literacy Skills Award – M (Year 8)
- Most Improved Numeracy Skills Award – K (Year 10)
- Hard Work and Effort Award – D (Year 11)
- Most Improved Behaviour and Social Skills Award – B (Year 8)
- Independence Award – S (Year 8)

Winners will receive a gift voucher in the range of £20-£50, and they will also have their names engraved on a trophy, so their efforts go down in Woodlane history!

And finally, I would like to take this opportunity to welcome Stephanie Corless, our new Assistant Head, who will be the main contact for KS4 parents from the new academic year. I share our best wishes to Ms White (our PSCH Subject Leader), Victoria (HLTA), Gabby (Apprentice), who will be leaving Woodlane for new adventures, you will be missed! I also share our best wishes to Maureen, Satvinder and Naoe from the MNU, thank you for your contribution to Woodlane. Mrs Jelen will now lead on the provision for pupils with medical and mental health needs at Woodlane in her new role as Lead Practitioner. I temporarily leave the school for maternity leave at the start of September, I do so in the knowledge that the school is in the best possible hands with Mr Heapy as interim headteacher, with a superb management team and staff. I will miss staff and pupils a great deal and look forward to seeing them soon! Our website will be updated in the new academic year to reflect our new staffing structure.

Thank you, Mrs Jelen, for our informative Summer Term newsletter. I do hope parents/carers find its content useful. Wishing everyone the best possible summer, I look forward to seeing you all when I visit while on maternity leave.