

20TH NOVEMBER

St. James' School



HEADMASTER'S LESSON ORIGAMI

Richard Murray
Headmaster

UNDERSTANDING DYSLEXIA

Megan Langley
Prep Teacher & Dyslexia Specialist

Latest News



CHILDREN IN NEED | Our pupils had a lovely day on Friday raising funds for BBC Children in Need. Here are some photographs of our Sparrows Nursery Class. The whole school raised a fantastic £365.77 - thank you to everyone who donated.



DIWALI | Pupils in Prep 1 and Prep 2 have been learning all about the Hindu Festival of Diwali. On Friday (also Children in Need Day) they created some beautiful Diwali cards and listened to Reeva who spoke beautifully about how she celebrates Diwali with her family.

St. James' Jacobeans
Photographs sent in from
Steve Ellis who was at St.
James' from 1976 - 1980.



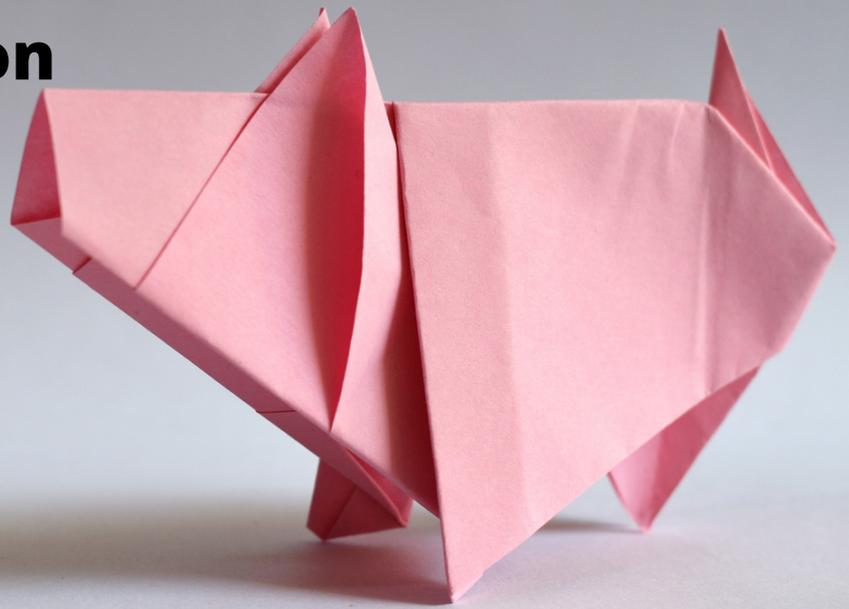
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Headmaster's Lesson

Origami

BY RICHARD MURRAY,
HEADMASTER



In my Headmaster's lessons this week we have been learning about Origami. Origami is suitable for anyone of any age to learn. It develops hand-eye co-ordination, sequencing skills, mathematical reasoning, memory, spatial awareness, attention and patience.

It is a genuine Growth Mindset activity, one that our visual learners were quickly attuned to, but our audible learners took a little longer to grasp. The accuracy with which one makes a fold, our fine motor control, greatly affects the final piece. A small mistake at the start of the sequence morphs into a much larger 'deformity' by the end of the process.

I've started simply, with a dog and a dragon head, so if you have some squares of paper why not give these a go...



SCAN ME

Dragon Head



SCAN ME

Dog

Understanding Dyslexia

Megan Langley, Prep Teacher & Dyslexia Specialist

As a specialist Teacher and Assessor, the misconceptions regarding dyslexia and other specific learning difficulties that I hear on a regular basis, amaze me.

Dyslexia is a specific learning difficulty (SpLD) that impacts a student's ability to read and write the English language. The root cause of this difficulty is not found in the student's underlying ability/IQ. Instead, it is in their ability to break down the English language into its component parts, recognise and remember them (phonological awareness, processing and memory) and their ability to manipulate information mentally (working memory).

So as you can see, someone who is working at the same pace as their peers and seems to not have any issue accessing the work in class, could well be dyslexic if they have an above or well above average underlying ability.

"A dyslexic child must use coloured paper." This misconception is one that I hear very often. Visual difficulties that would involve the need for coloured paper, overlays or glasses are not part of dyslexia. People who are dyslexic can also have a co-occurring difficulty called visual stress which will be aided by these things. People who have visual stress are not necessarily dyslexic and vice versa.

Another misconception is that dyslexic individuals transpose their letters (write them backwards so a 'b' looks like a 'd'). While this is one area that gets taken into account for older students, it is not seen as an important piece of information for children under the age of 9 due to the normal development of writing. If it is one of many areas of concern, then it may be looked into in more depth.



Some of the main signs of dyslexia are:

General

- Poor concentration.
- Difficulty following instructions
- Forgetting words

Writing

- An obvious difference between written and oral work
- Words spelled in differing ways in the same piece of writing
- Produces phonetic and bizarre spellings: not age/ability appropriate

Reading

- Slow reading progress
- Finds it difficult to blend words together
- Unusual pronunciation of words
- No expression in reading and poor comprehension
- Misses out and adds in extra words when reading
- Has difficulty picking out the main points of the text

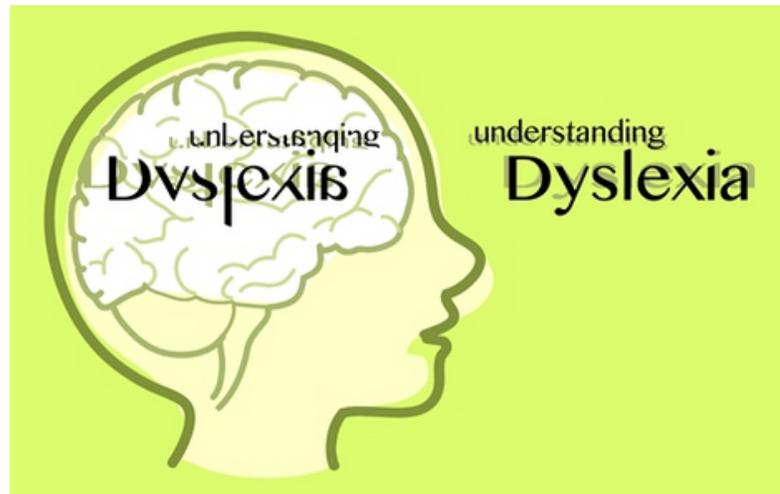
Numeracy

- Confusion with place value e.g. units, tens and hundreds
- Confused by symbols such as x and +
- Difficulties remembering anything in a sequential order e.g. tables, days of the week, the alphabet

"Dyslexia is a specific learning difficulty (SpLD) that impacts a student's ability to read and write the English language."

Many famous and great people have been dyslexic: Jamie Oliver, celebrity chef and T.V personality; Lee Byrne, professional rugby player and Stephen Hawking, theoretical physicist. Once a dyslexic person has a handle on the way they learn and strategies to overcome their obstacles, then the sky is the limit in terms of their potential.

I hope that you have much more of an understanding of dyslexia and how it affects the people who struggle with it. While living with dyslexia can be challenging for individuals, it should never limit a person's potential.





ST. JAMES' SCHOOL

COVID; A GUIDE FOR PUPILS

IF YOU FEEL UNWELL

Report to the School Nurse immediately

If you believe it to be COVID:

- use outdoor routes to the Medical Room if possible
- wear your mask
- keep 2m from other people, or if this is not possible, MAXIMISE separation

1 KNOW THE COVID SYMPTOMS

- A new continuous cough
- High temperature
- A loss of, or change in your usual sense of taste or smell

2 BUBBLES

St. James' is divided into the following six bubbles:

Nursery & Reception	Prep 1 & Prep 2	Prep 3 & Prep 4
Prep 5 & Prep 6	Years 7-9	Years 10-13

3 SOCIAL DISTANCING

Whenever possible try to maintain at least a 1m distance from other people.

We are aiming to *minimise* contact between individuals

4 FACE COVERINGS

Face coverings should be worn when:

- transitioning between lessons
- when indoors during wet break/lunch
- using School Minibuses

Pupils may wear face coverings at any other time they wish to.

5 HYGIENE

You **must** sanitise your hands on arrival at school.

Wash your hands regularly, and re-sanitise between each lesson, after break, and both before and after lunch.

6 TRAVEL & QUARANTINE

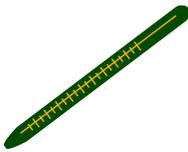
All pupils and visitors arriving at St. James' will be screened regarding any recent travelling.

Where necessary, pupils will be required to self-isolate before being allowed to integrate with the other boarders and the school community. This can only be accommodated at St. James' at the beginning of an academic term.

The 'Safe List' of travel corridors changes regularly. Boarders should plan ahead for half-terms and holidays, considering that remaining in the UK may be safer. Host Families can be arranged with sufficient notice.

7 SUPPORT & WELLBEING

We are here to support you if you are anxious or unsure of anything COVID related. Speak to your Form Tutor, Head of Section or the School Nurse.



Recognising Coronavirus (COVID-19) Symptoms



Symptoms	Covid-19 Symptoms range from mild to severe	Flu Rapid onset of symptoms	Cold Gradual onset of symptoms
Fever (37.8C or above)	Common	Common	Rare
Fatigue	Sometimes	Common	Sometimes
Cough	Common (usually dry)	Common (usually dry)	Mild
Sneezing	No	No	Common
Aches and pains	Sometimes	Common	Common
Runny or stuffy nose	Rare	Sometimes	Common
Sore throat	Sometimes	Sometimes	Common
Diarrhea	Rare	Sometimes (for children)	No
Headaches	Sometimes	Common	Rare
Shortness of breath	Sometimes	No	No
Loss of taste or smell	Common	No	Sometimes

Common symptoms are highlighted in green as a comparison. For more information visit: www.nhs.uk/conditions/coronavirus-covid-19/symptoms

St. James' Guide to Track & Trace

From October onwards we have become more aware of the prevalence of COVID in the North East Lincolnshire area, and more recently it has directly impacted upon members of our community.

Please rest assured that as soon as the school are made aware of a positive test result, the following action is implemented:

• Contacting Close Contacts

We will urgently contact parents of effected pupils, parents or staff to explain that they have been identified as a close contact and their need to self-isolate. We will provide the date on which they may return to St. James' to study, work, or drop off.

What is meant by a 'contact'

A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others).

For example, a contact can be:

- people who spend significant time in the same household as a person who has tested positive for COVID-19
- sexual partners
- a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including:
 - being coughed on
 - having a face-to-face conversation within one metre
 - having skin-to-skin physical contact, or contact within one metre for one minute or longer without face-to-face contact
- a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes
- a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19

Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated above.

Contacts of a person who has tested positive for COVID-19 need to self-isolate at home because they are at risk of developing symptoms themselves in the next 14 days and could spread the virus to others before the symptoms begin

• Consider the need for wider communication

We have to balance the need to reassure our community that they are not a close contact with the rights of each individual to privacy and medical confidentiality. As you may appreciate, this is not easy. If you are not directly contacted by the Headmaster's PA, Mrs Jennings, then you or your child(ren) have not been identified as close contacts. Please trust that we are aiming for transparency whilst preserving the dignity of those who have tested positive.





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