



Dates for the Diary

Autumn Term

Monday 19th September – Bank Holiday (School closed for the State Funeral of Queen Elizabeth the second)



Monday 19th to Friday 23rd September – Yr6 Trewern Residential Visit / Outdoor Week

Wednesday 19th October
– Parent/Carer evening 4:30-6pm

Thursday 20th October
– Parent/Carer evening 3:30-6pm

Friday 21st October – INSET Day (no pupils)

Monday 24th to Friday 28th October – Half Term Holidays

Monday 31st October – All pupils return to school

Thrive School of Excellence



Very Important

Parents of Children in Year 6 The deadline for applying for secondary school places is **31st October 2022**. Please ensure that you have completed an online application form by the closing date or this may result in some children not being allocated a place at their preferred school.

www.lbbd.gov.uk/admissions

The closing date for your online application and the other information we ask for is

31 October 2022

Apply online for a secondary-phase school place now:

www.lbbd.gov.uk/admissions

Dear Parent/Carer,

This week, you may have noticed that your children appear more tired as they deal with the intensity of learning, adapting to their new class, developing new friendships, re-connecting with old friendships whilst attuning to those around them who are in mourning.

Children are very perceptive and always pick up on the emotions of those around them no matter how much is done to shield. Within this edition of Snippets, you will find a useful resource from Thrive explaining some of the vocabulary which is being used in the news and by adults and their peers.

Also within this newsletter you will find a link to a four-session online workshop which focusses upon transitions and developing resilience:

https://us06web.zoom.us/webinar/register/WN_98ZBTIN5Tm aIUgTDTMI6w

On Monday, the school will be closed to allow our community to mark the passing of Her Majesty The Queen.

Cruse, the bereavement support charity, can be contacted on: 08088081677 should you or a member of your family require it now or in the future. There is further support on their website: <https://www.cruse.org.uk/grief-for-her-majesty-the-queen/>

As a school, our excellent staff will continue to observe, monitor, and put in place support for any child who may need it. Please do not hesitate to approach us if you notice a change in your child's behaviour or character.

Wishing you continued good health,

Selina Frazer & Michael Kaitell,
Co-Headteachers

Attendance

Congratulations to 1L in Key Stage 1 who achieved 99.18% this week and to 5Y in Key Stage 2 with 98.70%

Class	Attendance %	Class	Attendance %	Class	Attendance %
RB	97.25	2D	98.42	4R	96.54
RH	98.31	2K	96.14	5A	92.49
RR	94.56	3G	94.55	5D	91.80
1H	96.71	3T	98.08	5Y	98.70
1K	96.93	3TB	95.59	6E	97.44
1L	99.18	4B	92.48	6L	97.72
2A	98.02	4G	97.75	6N	96.56



Achievement Display

We love hearing about the achievements of our past Hunters Hall pupils. To inspire our children, we would like to make a display in the school including a photograph of the pupil now (and if possible a photograph of when they attended Hunters Hall) and details of what they have achieved since leaving us.

Please send this to office@hunters-hall.bardaglea.co.uk care of Miss Ede or come in and see us!!

We look forward to hearing from you.

Parent Hub

We would like all parents/carers to join us on Parent Hub.

Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.



1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose "Add a School" and enter:

@HuntersHallIPS

How to translate messages in the Parent Hub app (guidance for schools)

In the app, parents just tap the 'translate' button in the bottom right of a message.

This applies to old messages, as well as new ones.

To find out more, click the link below for a useful guide.

<https://support.parenthub.co.uk/hc/en-us/articles/6172951020689-How-to-translate-messages-in-the-Parent-Hub-app>



School Uniform

School uniform can be purchased every Monday from 3:00-4:00pm in the dining hall.

Uniform can also be purchased online:

www.schooluniformdirect.org.uk/schools/product-category/schools-and-clubs/hunters-hall-primary/

Or

Telephone: 01992 763679

Email: info@schooluniformdirect.org.uk



New Books

Last year several children in 3G started their own enterprise by making and selling books. They raised £28 and gave it to Miss Gurry so that she can buy more books for the school library. Miss Gurry has been busy in the holidays searching for books and has managed to get 53 books with the money so far. These are now in the library for the children of Hunters Hall Primary School to enjoy.

Happy Reading

From Miss Gurry and the 3G Book Club 2022



British Values Competition

We are setting a competition for the whole school (pupils, parents/carers & staff) to take part.

We would like you to design a poster which highlights and focuses on:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance.

Be as creative as possible. The winning posters will be: displayed in Snippets; on our website <http://www.huntershallprimary.org.uk/british-values/113.html>, and around the school premises.

Closing date: Monday 31st October 2022

Entries to be given to Mr Kaitell



At Hunters Hall these fundamental values form the foundations of our school ethos.

Democracy

- We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.
- We encourage children to express their views through "Pupil Voice" surveys and ensure they are listened to in school and see evidence of what they have suggested in place.
- We organise visits to the local council as well as visits from local councillors.
- We participate in Junior Citizen Programmes.
- We teach children how to present their views logically through persuasive writing.
- Philosophy for Children (P4C) lessons are taught throughout the school
- Participation in the "Dialogic Teaching Project"
- Democracy is also promoted through additional PSHE lessons and assemblies.
- Look at examples in History and encourage the children to draw their own conclusions about how Democracy works e.g. Ancient Greece.

Rule of law

- We have high expectations about pupil conduct and this is reflected in our behaviour policy.
- Children are encouraged to understand what we mean by "good" behaviour from an early age.
- We have clear rewards and sanctions.
- Positive behaviour is celebrated across the school in assemblies, Green Time and with parents/carers.
- The children are taught that they earn their rewards through behaving well.
- All staff committed to promoting good behaviour and visiting staff are given information about how we want the children to behave and how they are to be treated.
- We use restorative justice approaches to resolve conflicts.
- We include visits from the local police and fire service to reinforce the rule of law as part of our curriculum.

Individual Liberty

- We support pupils to develop their self-awareness, self-confidence and self-esteem.
- We encourage children to develop their talents and individual skills across the curriculum and value all their achievements.
- We encourage pupils to take responsibility for their behaviour as well as knowing their rights.
- All staff follow safeguarding policies in order to provide a safe supportive environment to protect individuals.
- The children are expected to behave in a safe responsible way in order to protect each other and not to infringe on another child's personal liberty.
- We encourage children to express their opinions whilst learning to respect the opinions of others.
- Children are taught that personal freedom must be exercised safely, with regard to others through regular safeguarding talks regarding safety, cyber-bullying and inappropriate use of electronic games.
- We challenge stereotypes.
- We implement a strong anti-bullying culture.

Respect and Tolerance

- We promote respect for individual differences.
- We help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- We challenge discriminatory or prejudicial behaviour.
- We encourage and try to develop critical personal thinking skills.
- We participate in campaigns such as "Show Racism the Red Card" and "Hands are not for Hurling"
- We discuss differences between people such as faith ethnicity, disability, gender sexuality and differences of family such as looked-after children or young carers.
- We organise visits to places of worship.
- We celebrate different festivals.
- We adopt a multicultural approach to the curriculum and include elements such as stories, food, music, dancing etc.
- We involve parents in sharing their languages and cultural experience in our curriculum.

Top tips on how to talk to your children about their feelings

It can be so tricky to bring up difficult topics, and talking about emotions with your children can sometimes feel more than a little daunting for parents and carers. You may worry about saying the wrong thing, making your child feel uncomfortable, and even worry about making them feel worse. But the fact you want to explore emotions with your child is enough, even if sometimes it doesn't go as you planned!

Here are some handy tips on how you could begin talking to your children about their feelings.

Ask them what they need

It can be tough to talk about how you feel, and when we want to talk about things as parents, children don't always want to or feel ready. Asking what a child needs from you can help them feel more in control, heard, and respected.

Children might also not know what they need, so suggesting a few options can be a good starting point. For example, do you need some space right now?

Name it

Sometimes it can be hard for children to identify their feelings. Naming what you observe can help them to do this. For example, when talking to a young child, you might say, 'You seem really angry today. I can see you are clenching your hands, and you don't have a happy face. I wonder if anything has made you angry or upset?'

Listen carefully

This sounds pretty straightforward, but sometimes, when we care, we may jump into problem-solving mode a little too hastily. And while it might come from a really good place, it's not always helpful.

Choose your timing wisely

Talking about feelings, or any difficult subject, can be quite sensitive. Choosing a time when you are both calm and relaxed can be more useful than choosing a time when there are any heightened emotions already at play.

Think about the setting

Talking about feelings can be really sensitive, so making sure the space is private, comfortable, and feels safe for your child can be key to a positive outcome.

Practice asking open questions (rather than closed ones)

Closed questions usually encourage yes or no type answers. Open questions, on the other hand, go a bit deeper and encourage more thinking and exploration. This simple difference in style might help your child consider their own thoughts and feelings a little more and encourage them to share more of their story or problem with you.

Think about whether your child feels ready to talk

Just because you want to talk doesn't mean they feel ready to. Look out for the things they say, and their body, too, for indicators on whether they really want to talk about their feelings.

Model it

Being more open and honest about how you yourself feel (in an age appropriate way, of course) can normalise the idea of talking about emotions. Children who see that adults also have big feelings, doubts, get scared or anxious, get frustrated with others at work, etc. might feel more comfortable opening up themselves.

Get creative

We might feel a pressure to have all the answers and say the right things, but sometimes, we just need to think a little differently. Helping our children express their feelings through play or using art materials can be just as important and useful, especially for much younger children whose natural language is often play.

Take away the intensity

It can be pretty daunting (on both sides) to sit down to talk about something as important as feelings. But decreasing some of the intensity can sometimes reduce the pressure and make things a little less stressful.



If you are struggling to talk to a child in your life about their feelings, or you want to talk to the team about anything at all, you can reach out to us by logging into qwell.io

Sycamore Trust



Autism friendly businesses are making the UK more inclusive

enquiries@sycamoretrainingservices.org.uk
www.sycamoretrainingservices.org.uk



Parent support group next week

Our first Parent Support Group of the autumn term takes place this coming Monday at our premises in Dagenham. It's the first one since the end of the school summer holidays, so no doubt it will be busy! Our parent coffee mornings are always well attended and always worthwhile. There's no agenda and there's no charge. Our staff are extremely experienced and knowledgeable, and we also provide tea & coffee, and if you're lucky and we're feeling generous, biscuits as well!

To book a slot at any of the meetings, please email familyservices@sycamoretrust.org.uk. Here are the dates for the Parent Support Groups for the remainder of 2022.

(all meetings are 10.30am to 12pm)

- 12th September; Dagenham
- 28th September; Romford
- 10th October; Dagenham
- 26th October; Romford
- 14th November; Dagenham
- 23rd November; Romford
- 12th December; Dagenham
- 21st December; Romford




Music Curriculum Display


Mrs Bright, our Music Teacher, has been busy updating displays around the school. As you can see, there is a focus on musical vocabulary. Which ones do you know?

MUSIC VOCABULARY

texture
The layers of sound in a musical work and the relationship between them.




dynamics
The variation in loudness between notes or phrases.



rhythm
Combinations of long and short sound that convey movement.




structure
Refers to the way a piece is built and what order sections are in.




pitch
How high or low a sound is.




tempo
The speed of the music.



beat
The basic unit of time within music.




melody
A sequence of notes and rhythms.




duration
The length of a sound.




timbre
The particular tone that distinguishes a sound or combination of sounds.



pulse
The underlying steady beat of music. This is what we may tap our foot or clap along with.




harmony
The sounding of two or more notes at the same time.








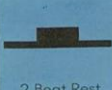


YEAR 3 MUSICIANSHIP

SHOW AN UNDERSTANDING OF:

CROTCHET  1 beat	CROTCHET REST  Rest for 1 beat	PAIRED QUAVERS  1/2 beat each	QUAVER  1/2 Beat
DYNAMICS Forte - Loud Crescendo Getting Gradually Louder	DYNAMICS Piano - Quiet Diminuendo Getting Gradually Quieter	TEMPO Faster Slower Steady Allegro - fast Adagio - Slow	PITCH High Low Steps Leaps
TEXTURE Thick Thin Layers of Sound	TIMBRE Type and quality of sound	OSTINATO A repeating pattern	PHRASE A musical sentence MELODY The tune
DURATION Long sounds Short Sounds Beat/Pulse Rhythm (the pattern of the words)	STRUCTURE Repeat Verse Chorus Echo Question and Answer Phrases	TREBLE CLEF  STAVE 	Describe this pitch pattern using the words high and low. 

YEAR 4 MUSICIANSHIP

SHOW AN UNDERSTANDING OF:

DURATION Time Signature 4/4 3/4 2/4	DURATION Legato - Smooth Staccato - Detached	TEMPO Faster Slower Steady Allegro - fast Adagio - Slow	PITCH High Low Steps Leaps Pentatonic
DYNAMICS Forte - Loud Crescendo Getting Gradually Louder	DYNAMICS Piano - Quiet Diminuendo Getting Gradually Quieter	PHRASE A musical sentence MELODY The tune	STRUCTURE Repeat Verse Chorus Echo Question and Answer Phrases
TEXTURE Thick Thin Layers of Sound Drone	TIMBRE Type and quality of sound	OSTINATO A repeating pattern ENSEMBLE A group of instrumentalists	TREBLE CLEF 
CROTCHET  1 beat	MINIM  2 beats	QUAVER  1/2 Beat	PAIRED QUAVERS  1/2 Beat each
CROTCHET REST  1 Beat Rest	MINIM REST  2 Beat Rest	QUAVER REST  1/2 Beat Rest	STAVE  5 lines 4 spaces

YEAR 5 MUSICIANSHIP

SHOW AN UNDERSTANDING OF:

DURATION Time Signature 4/4 3/4 2/4	DURATION Legato - Smooth Staccato - Detached	TEMPO Faster Slower Steady Allegro - fast Adagio - Slow	PITCH High Low Steps Leaps Pentatonic
DYNAMICS f - Forte - Loud ff - Fortissimo - Very Loud	DYNAMICS p - Piano - Quiet pp - Pianissimo - Very Quiet	DYNAMICS mp - Moderately quiet mf - Moderately loud	DYNAMICS Crescendo Getting Gradually Louder
DYNAMICS Diminuendo Getting Gradually Quieter	TIMBRE Type and quality of sound	TEXTURE Thick Thin Layers of Sound Drone Harmony	TEXTURE Harmony Chord - Major/Minor Accompaniment
Groove The sense of rhythmic feel.	STRUCTURE Repeat Verse Chorus Echo Q & A Ternary	OSTINATO A repeating pattern Ensemble A group of instrumentalists	TREBLE CLEF STAFF

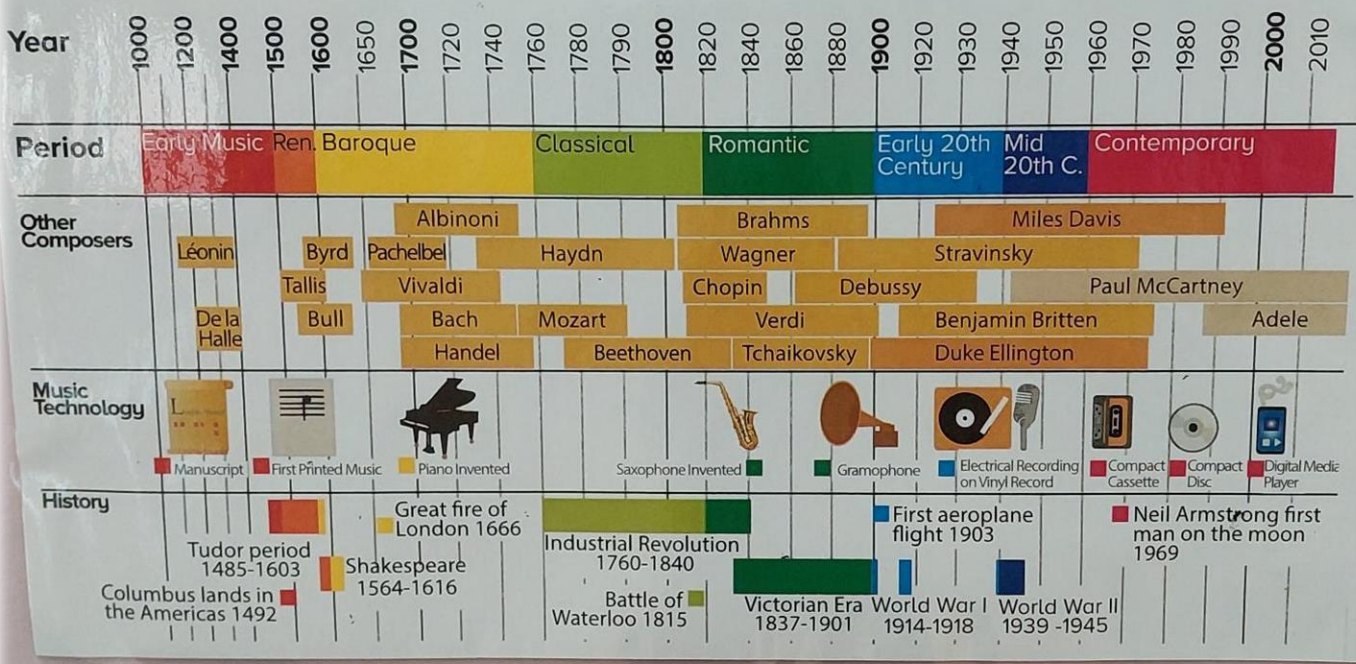
SEMIBREVE Whole note 4 beats	MINIM 2 beats	CROTCHET 1 beat	PAIRED QUAVERS 1/2 Beat each
SEMIBREVE REST 4 Beat Rest	MINIM REST 2 Beat Rest	CROTCHET REST 1 Beat Rest	QUAVER REST 1/2 Beat Rest

YEAR 6 MUSICIANSHIP

SHOW AN UNDERSTANDING OF:

DURATION Time Signature 4/4 3/4 2/4	DURATION Legato - Smooth Staccato - Detached	TEMPO Faster Slower Steady Allegro - fast Adagio - Slow	PITCH High Low Steps Leaps Scales
DYNAMICS f - Forte - Loud ff - Fortissimo - Very Loud	DYNAMICS p - Piano - Quiet pp - Pianissimo - Very Quiet	DYNAMICS mp - Moderately quiet mf - Moderately loud	DYNAMICS Crescendo Getting Gradually Louder
DYNAMICS Diminuendo Getting Gradually Quieter	TIMBRE Type and quality of sound	TEXTURE Thick Thin Layers of Sound Bassline Chord Accompaniment	HARMONY Chords Major/Minor Drone
Groove The sense of rhythmic feel.	STRUCTURE Repeat Verse Chorus Echo Q & A Ternary	OSTINATO A repeating pattern Ensemble A group of instrumentalists	RHYTHM Syncoption a pattern with off beat notes

SEMIBREVE Whole note 4 beats	MINIM 2 beats	CROTCHET 1 beat	PAIRED QUAVERS 1/2 Beat each
SEMIBREVE REST 4 Beat Rest	MINIM REST 2 Beat Rest	CROTCHET REST 1 Beat Rest	QUAVER REST 1/2 Beat Rest



A Glossary of Funeral Terms

When a person dies there are many different words that enter the vocabulary.

Some may be new and difficult to understand. This is designed to help you get a better understanding of what they mean.

Funeral

The ceremony that happens when the dead person's body is buried or burned. Family, friends and people who knew the person who has died usually attend. The life story of the person who has died is told. There may be songs, readings, poems, candles and flowers.

Burial

This is when the body inside the coffin is placed into a hole called a grave that has been specially dug into the ground. Usually, people say some words or a speech at the moment the coffin is lowered into the grave.

Eulogy

The speech that a person makes at a funeral telling the life story of the person that has died.

Officiant

A person who leads the funeral from the moment the coffin is placed onto the catafalque to when the mourners leave the space after the committal. This person may be a religious or faith representative or a civil celebrant.

Cremation

A funeral that takes place at a crematorium and the body and coffin are burned after the ceremony has taken place.

Committal

The moment that the coffin is put into the grave if they are buried.

Catafalque

The stand that is used to hold the coffin during the funeral. It can look like a table and often it is made of wood.

Mourners

The people who knew the person who has died. They may be sad, upset or even angry.

Pallbearers

The people that carry the coffin from the hearse to the catafalque.

Bier

The wheeled trolley or table that is used to move the coffin during a funeral.

Hearse

The vehicle used to transport the coffin to the place where the funeral service takes place and to the eventual crematorium or burial site if these are different.

Ashes

The material left after a cremation that can then be kept, scattered, or interred – which means placed into a special casket or box and then buried.

Chapel of rest

The room where mourners can visit their loved one before the funeral takes place.

Vigil of the Princes

A traditional way of showing respect to the Queen when senior members of her family will stand guard next to her coffin.

Order of Service

A printed document that summarises the content of the funeral service, including the songs or hymns, poems to be read and may also include photographs of the person who has died.

Lying in state

This is where the Queen's coffin will be placed in Westminster Cathedral so that people can walk by it as a way of showing their respect.

Obituary

A written summary and review of the life of the person who has died, it can appear in newspapers or online.

Urn

The receptacle used to contain ashes following a cremation. They can be a variety of shapes, designs and colours and can also be called an ashes casket.



ALL ABOUT BULLYING

WHAT IS BULLYING?

The Anti-Bullying Alliance defines bullying as:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Put simply this means any situation where your child is being deliberately and repeatedly hurt by other people and they find it hard to defend themselves. This could be face to face or online, in school or in the community. It may be physical, or it could be verbal or emotional. For example, your child might be pushed around by others, called names, or be excluded from friendship groups.

Children may also target aspects about people they feel are 'different' – this could include disability, race, faith, gender, sex, sexuality, poverty, talent, skin conditions, allergies, or situation at home. Children are influenced by the home, community, and society they grow up in, by the things they see, read, and hear, and the people around them. We all have a role to play in creating communities where children feel safe and valued, where we stand up to prejudice and are united against bullying. Most children will experience or witness bullying during the school years: they may be the target of bullying, may be involved in bullying others, may stand by while others are being bullied or may take positive action to stop bullying.

WHEN SHOULD I STEP IN?

It is a fact of life that your child will not be liked by everyone, will probably be on the receiving end of name calling or negative comments, occasionally will feel left out or alone, will make friends and lose friends, have arguments and disputes, may be involved in physical fights and may get in the occasional spot of bother for hurting someone else. It's important to prepare them for this and work through strategies for handling these situations.

For example, if someone calls them a name – do they retaliate, shrug it off or tell a teacher? What might be the outcome of any of these decisions? How can they handle an argument? Do we have to be right all the time? How can we be a peacemaker and resolve a disagreement? As much as it hurts when people no longer want to be our friend, what can we control or what else might we do? What can we say or do if someone wants to fight with us?

Are you struggling to afford your rent payments?



Do you have rent arrears?

Do you need help with a deposit?

Help is available through the London Borough of Barking and Dagenham's Discretionary Housing Payment (DHP) scheme

Visit <https://www.lbbd.gov.uk/benefits-and-support/discretionary-hardship-support/discretionary-housing-payments-dhp>

To find out more and apply online

You must be in receipt of Housing Benefit or Universal Credit housing costs to qualify for a DHP



**Barking &
Dagenham**

Are you struggling with the rising cost of living?



Do you have utility debts?


Help is available to support the rising cost of living for energy & utility costs, food and other emergency need through the London Borough of Barking and Dagenham's Hardship schemes

Visit <https://www.lbbd.gov.uk/benefits-and-support/discretionary-hardship-support/hardship-payment-schemes/household-support-fund>

to find out more and apply online



**Barking &
Dagenham**



Barking & Dagenham

NAVIGATING TRANSITIONS

Helping children to deal well with the transition into Year 7.

A four-session on-line course for parents in Barking & Dagenham. 28th September, 5th, 12th & 19th October 2022 - All 20:00-21:00.

Children and young people will face many transitions throughout their lives and the move from primary to secondary being one of them.


Change and uncertainty is something we can help children learn to navigate so they develop effective ways to deal with it through life.

How do we support children to deal well with transition?
It can be an anxious time for parents. The way you approach the changes your children face can be the difference between a stressful or a manageable transition. Knowing how best to manage our own emotions, worries and actions is vital for supporting children in the best possible way.

Join Bounce Forward for a series of four 60-minute online sessions to explore how to support children and young people to face transition with mental resilience, whilst looking after their emotional well. In addition, you will receive resources to use at home to encourage a growth mindset to change and uncertainty.

BOOK NOW

FIND OUT MORE



Session 1

Recognising personal concerns and barriers

This session provides a space to share concerns and recognise we are not on our own. We all face challenges and change is a constant, so we will explore the link between emotions, energy and our ability to take control.

Session 3

Supporting children to recognise and regulate unhelpful emotions

This session will explore evidence-based strategies for dealing with anxiety, stress and dealing with strong reactions to change.

FIND OUT MORE

Session 2

Developing a growth mindset to change

This session will consider unhelpful habits of thinking in relation to transition, change and uncertainty. The focus will be on exploring the differences between a fixed and growth mindset.

Session 4

Creating and strengthening human connections for transitions

This session will focus on how we can play to our strengths when dealing with uncertainty and change. It will also explore a practical approach for assertive communication.

BOOK NOW

https://us06web.zoom.us/webinar/register/WN_98ZBTIN5TmaUGgTDTMI6w

Navigating Transitions



Topic Navigating Transitions - Barking & Dagenham

Description This course is for parents who want to explore how best to help their year 7 children deal well with their recent transition from primary to secondary.

A four-session on-line course with resources to use at home.

- Session 1: Recognising personal concerns and barriers
- Session 2: Developing a growth mindset to change
- Session 3: Supporting children to recognise and regulate unhelpful emotions
- Session 4: Creating and strengthening human connections for transitions

This programme is supported by Barking & Dagenham Council.

Time Sep 28, 2022 08:00 PM
 Oct 5, 2022 08:00 PM
 Oct 12, 2022 08:00 PM
 Oct 19, 2022 08:00 PM

Time shows in [London](#)





MINI ROCKERS

FOR RECEPTION TO YEAR 2

Fun and inclusive in-school rock and pop band lessons, for Reception, Year 1 and Year 2. No experience or instrument required.



ROCK HEROES

FOR YEARS 3 AND 4

Fun and inclusive in-school rock and pop band lessons, for Years 3 and 4. No experience or instrument required.



ROCK ICONS

FOR YEARS 5 AND 6

Fun and inclusive in-school rock and pop band lessons, for Years 5 and 6. No experience or instrument required.

<https://www.rocksteadymusicschool.com/info-for-parents>

- ✓ **Learn to play in a band**
Learning an instrument should be fun. Your child can choose from the electric guitar, keyboard, drums or vocals and enjoy playing in a happy, supportive environment with their friends.
- ✓ **Lead by real musicians**
Your child's music teacher should also be their role model. Which is why all Rocksteady Band Leaders are carefully chosen, extensively trained musicians who know how to inspire a life-long love of playing music.
- ✓ **In school time**
Lessons are 30 minutes long and take place in school time with all instruments provided, making it hassle-free for parents.
- ✓ **From first notes to favourite songs**
The Rocksteady Programme is for all children aged 4-11 and is proven to progress musicianship, confidence and teamwork skills with no prior experience necessary.
- ✓ **With regular live performances**
Playing on stage is a huge confidence booster. With termly concerts at school assemblies, your child will be able to show off their progress to friends, teachers and parents with the rest of their band.
- ✓ **And happily affordable**
Rocksteady is one of the most hassle-free ways to learn an instrument on a rolling subscription that you can cancel at any time. It's risk free too – cancel in the first month and you'll get a full refund.

Call 0330 113 0330