



Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE

## **'Learning, achieving and enjoying together'**

Dear Parents, Carers and Guardians,

### **News Update: Autumn Term 2**

This update covers the following: -

- **Dates for your diary**
- **Curriculum**
- **Staff training**
- **Growth Mind-set Awards**
- **Parking**
- **Childcare Services**

#### **Dates for your diary;**

Link to key school aim of;

- to establish effective links between the school, home and the wider community which promote aspirations and high expectations that support and **enrich the children's opportunities for learning.**

6 December: **Christmas Panto** for children (at school, funded by the PFA)

12 December: **Christmas Dinner**

14 December: **Christmas Jumper Day** (£1.00 donation welcome)

18/19 December: **Reception and Year 1 Nativity** (2.00pm parents invited)

20 December: **Year 2 and Key Stage 2 Carol Concert** (children only)

21 December: **Last day of term**

#### **Spring Term**

7 January: **INSET** Teacher Training Day

8 January: **First day of term**

#### **Curriculum;**

Link to key school aim of;

- *to provide a school curriculum which is **broad, balanced, coherent, and relevant**, that reflects the statutory requirements of the National Curriculum so that the children progress and attain well from their starting points, being well-prepared for the next stage of their education.*

Teachers have been busy this half term planning for the Spring Term. Long term plans linked to the National Curriculum will be posted on the school website under 'Our Curriculum' by the end of term. This will see the completion of our first round of building our new curriculum that will help to ensure children's entitlement to the statutory requirements laid out in the 2014 National Curriculum.

To help simplify a very deep and richly coherent curriculum that helps to ensure breadth and balance over the children's time at Takeley we will, at the beginning of the Spring Term, publish an annual overview for each year group, which simply identifies the unit titles in each subject each term.

Teachers have also continued planning more detailed medium term plans for each subject each term. These go into more depth as to how the objectives will be taught; what learning tasks, resources and differentiation to support and challenge children of all abilities, and will help ensure pupil progress. To support the development of these units, teachers have been using, for the first time, [www.learningchallengecurriculum.com](http://www.learningchallengecurriculum.com), to gain ideas and resources.

In teaching English, particularly in Reading the school library is in the process of being re-organised to cater for the significant number of new reading books for all abilities that follow the Scholastic reading system. Many of you will already be aware of this via your access to the online Scholastic Reading portal for key stage 1 and 2. Please contact your child's class teacher if you have not yet received your login details. The portal should show your child's personalised recommended reading lists and I hope you have enjoyed seeing your child bring home their new reading books. I am also pleased to say that we are also in the process of subscribing to Scholastics online books, so children can soon select to read books on their various tablet devices as well.

We are also beginning to identify non-fiction books to boost the library to support research in the enquiry based subjects of Science, History and Geography for example.

In Mathematics new resources have been bought to help children visualise numbers and calculations, so that every class now has a common set of resources available to support children's learning.

In Science, a new scheme has been brought in; 'Switched on Science' to support teachers planning, teaching and assessment, along with new resources to better support the teaching of the 'Working scientifically' domain of the science national curriculum.

Our new ICT system is now all up and running. A new high powered server has been installed to compliment the new broadband speed (up to 80Mb), new Wi-Fi routers around the school to enable the latest speeds to be fully achieved along with 32 compliant children's laptops and new teacher laptops to replace their existing aging desktops. Five of the serviceable desktops with their upgrades have been moved into the developing library to provide internet access for the children, with one that is connected to a large screen for small group work and one that will be dedicated to the Junior Librarian software that will eventually catalogue all our books. Junior Librarian will also provide an effective system allowing children to scan books in and out of the library and in turn keep an on-going reading record for each child, that in time you will have online access to. The existing suite of laptops are still being used currently while they still have a little bit of life left in them for those tasks requiring lower processing speeds, such as internet access.

New Design Technology resources have also arrived to support the teaching of the new units of work planned across the school for the year.

Our reception classes have benefited from some significant investment in new outdoor classroom equipment and much needed new reading books, with more books and resources to follow to further significantly improve children's open ended learning and challenge.

We have also ensured we have built in a financial contingency to support new resources as our curriculum further develops, for example; new globes and atlases in Geography, and to support the new adventurous Design Technology planning in year 1 related to their 'Den building' project!

## Staff Training;

*Link to key school aim of;*

- *to provide a school curriculum which is **broad, balanced, coherent, and relevant**, that reflects the statutory requirements of the National Curriculum so that the children **progress and attain** well from their starting points, being well-prepared for the next stage of their education.*
- *to create and maintain a caring community by encouraging a **supportive, safe**, understanding and considerate environment that fosters kindness, responsibility, trust and teamwork, along with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.*

We have run staff training in the following areas to date this academic year:

- First Aid Training: all staff.

- Safeguarding Level 2 Training: all staff.
- Using 'Class DoJo': teaching staff.
- Introduction to Accelerating Pupil Progress within lessons: teaching staff.
- Introduction to effective use of marking and feedback in Lessons: teaching staff.
- Introduction to 'Blooms Taxonomy of Cognitive Processes' and using [www.learningchallengecurriculum.com](http://www.learningchallengecurriculum.com) to improve challenge in medium term planning: teaching staff.

Individual staff have attended the following external training courses:

- Coaching Scientifically STEM Training.
- National Professional Qualifications for Middle Leadership.
- Power of Reading.
- Developing Early Years Provision.
- Educational Psychology Service Raising Standards in Mathematics.

Further training planned:

- Effective Subject Leadership: all teachers.
- Looking at the Impact of Accelerating Learning Strategies: all teachers.
- Effective Differentiation for Children with SEND: all teachers.
- Key Stage 1 & 2 Moderator Training: optional for teachers
- Early Years New National Benchmark & Assessment Training.
- Makaton Training: Sign Language to Support SEND with Speech & Language Needs: EYFS and KS1 staff.
- Effective Phonics Teaching: EYFS and KS1 teachers.
- National Professional Qualifications for Senior Leadership.
- Outstanding Facilitator Programme; Leading the Outstanding Teacher Programmes.

All teachers are involved in peer to peer coaching to focus on developing strategies to accelerate progress in lessons. The leadership team also support 2 to 3 colleagues each week offering both coaching and mentoring linked to individual key training objectives.

## Growth Mind-set Awards;

Links to the key school aims of:

- *to develop independent, motivated and determined children who are confident, flexible, respectful and able to cooperate and collaborate with others, while **not being afraid to make mistakes but willing to take risks in their learning by challenging themselves.***
- *to promote imagination and **creative expression** through a wide range of opportunities and projects that provide a clear purpose towards 'real-life' learning.*
- *to foster a sense of pride in achievement and a **desire to succeed**; and*
- *to **establish effective links between the school, home and the wider community which promote aspirations and high expectations that support and enrich the children's opportunities for learning.***

We have been trialling a new awards system in school this term to recognise children's effort in a variety of learning qualities and the impact it has on their learning. The purpose is to help the children develop a growth mind-set by encouraging them to take risks in their learning by trying challenging things. (Please see the Growth Mind-set page on our school website).

We have now reviewed the various work that has been happening across the school to take the best practice and establish a consistent and common approach, while allowing teachers some flexibility and autonomy to help meet the needs within their class.

The focus in class is to develop children's learning qualities;

This is explicit within the early years' curriculum but not so within the national curriculum for key stage 1 and 2. At Takeley our **learning qualities** are:

Key Stage 1 and 2	Links to EYFS characteristics of effective learning
Exploration	<u>By playing and exploring:</u> <i>Finding out and exploring.</i>
Application	<i>Using what they know in their play</i>
Participation	<i>Being willing to have a go</i>
	<u>Through active learning:</u>
Collaboration	<i>Being involved and concentrating</i>
Resilience	<i>Keeping on trying</i>
Reflection	<i>Enjoying achieving what they set out to do</i>
	<u>By creating and thinking critically:</u>
Creativity	<i>Having their own ideas</i>
Challenge	<i>Using what they already know to learn new things</i>
Resourcefulness	<i>Choosing ways to do things and finding new ways</i>
<p><b>Dojo Selfless:</b> recognising the behavioural qualities of helping others.</p> <p><b>Dojo Teacher:</b> we need to recognise a 'mastery skill' which involves a range of different learning qualities where children help successfully teach other children.</p> <p><b>Dojo Sensai:</b> most overall dojo points across a range of learning qualities.</p>	

#### Rewarding learning qualities and the effort applied:

Teachers will create these reward headings within 'Class Dojo' to replace the existing ones The Dojo certificate name will match the learning quality e.g. Exploration = **Dojo Exploration** etc. This should now be started from start of the spring term 2019.

Points will be awarded on a daily basis. This may vary from year group to year group and class to class according to need. The overuse of giving out Dojo points should be avoided as this can devalue their purpose and lead to an expectation that the children should always be awarded one for basic and normally expected behaviours. Likewise, not giving out enough can undervalue them and de-motivated those that have put in extra effort that is not recognised or fail to improve a change in a learning quality needed by a whole class or group.

As a whole school each month will be assigned a different learning quality theme to work on in class. It will also support assembly themes to help launch and re-inforce these qualities.

Teachers may decide their class also needs a different learning quality focus each week or day and this may support work in PSHE in aiding to develop a 'Growth Mind-set'. End of day 'Takeley Review Time' could also be a time for teachers and children to reflect on the day and give out individual Dojo points for a variety of learning qualities viewed.

Teachers can use a series of videos and related activities for discussion are available at; <https://ideas.classdojo.com/>

The top point scorer for that week's key learning qualities, and for the overall points that week should be recognised by receiving a '**Dojo Sensai**' certificate in our Friday awards assembly. Each class will also award certificates for the highest scoring monthly theme and for any relevant to their classes needs. '**Dojo Selfless**' and '**Dojo Teacher**' certificates will be awarded randomly according to need, not necessarily weekly, but on typically a half termly basis. On a logistical basis no more than 4 and on exception 5 certificates per class to be awarded each week, otherwise assembly are likely to significantly over run.

### Promoting and sharing:

Each class will develop its own '**Growth Mind-set**' **display** and look to promote our key learning qualities.

Each class will be given a new iPad mini to set up a '**Dojo station**' to help facilitate sharing children's learning journeys.

Class Dojo has a '**Class Story**' section that enables teachers to post live pictures or videos to parents of children in their class. This will be used to show the different phases of a planned 'project' each term or half term. Individual subjects may also be posted by teachers to share any outcomes of note.

We are aiming for children, particularly at key stage 2, to be given opportunity to post to their own **portfolio** capturing their learning within their current project each term.

Homework reminders can also be sent out to the whole class via the app.

### **Parking;**

*Links to the key school aim of:*

- *to create and maintain a **caring community** by **encouraging a supportive, safe, understanding and considerate environment** that fosters kindness, responsibility, trust and teamwork, along with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.*

A big thank you to all parents who walk to school with their children, or those that have to drive but park sensibly and respectfully. Unfortunately, there are still too many who don't. I have taken the decision that when we send out parking reminder letters, we will also send out photographs of cars parked illegally, in the hope that you might use social media to name and shame, as our message doesn't seem to get through to some parents! I have now also formally written to North Essex Parksafes ([www1.parkingpartnership.org/north/parksafe](http://www1.parkingpartnership.org/north/parksafe)), who have responded by ensuring their 'Park Safe camera' car continues to patrol in this area and begin to issue parking fines!

I would also suggest that if you are suitably motivated, you contact North Essex Park Safe yourself, or voice your concerns to your local Parish Council! If you click on the logo below it should take you directly to the North Essex Park Safe page. We are unable to patrol or issue any parking measures as this is outside our school remit; anything within our school grounds we can act on.



### **Childcare Services;**

*Link to the key school aim of:*

- *to establish effective links between the school, home and the **wider community** which promote aspirations and high expectations that support and enrich the children's opportunities for learning.*

If you are a registered childminder, please let us know, so that we can put together a register with your details that can go onto our school information board. We will need your name and contact details, along with your registration number. We can only accept OFSTED approved child minding services.

### **And finally...**

Here is wishing you all a very Merry Christmas and a Happy New Year. Thank you all for your support and faith as we continue to go from strength to strength. Don't forget the last day of term is Friday 21<sup>st</sup> December, and the children return to school on Tuesday 8<sup>th</sup> January.

Yours sincerely,

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