



Hill West Primary School

Pedagogical Newsletter – October 2016

Congratulations to Our Year 2 Pupils

I would like to personally congratulate all of our wonderful Year 2 children, who at the end of last year, obtained a 100% pass rate on the phonic screening check (many with a score of 40 out of 40). This was an impressive 19% above the national percentage pass rate. The test for all five and six year olds, is designed to ensure that children are able to read phonetically – this means they recognise the sounds that are said when they look at the letters and can blend the sounds to read words. Staff and governors are incredibly proud of our pupils and know that these results are testament to the drive to instill a love of reading across our school.



Anti-Bullying Week

Anti-Bullying Week, coordinated by the Anti-Bullying Alliance (ABA), is taking place from November 14th to 18th and this year the theme is Power for Good. The key aims of the week are: To support children and young people to use their Power for Good – by understanding the ways in which they are powerful and encouraging individual and collective action to stop bullying and create the best world possible. To help parents and carers to use their Power for Good – through supporting children with issues relating to bullying and working together with schools to stop bullying. And additionally, to encourage all teachers and school support staff to use their Power

for Good - by valuing the difference they can make in a child's life, and taking individual and collective action to prevent bullying and create safe environments where children can thrive. ABA 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". This Anti-Bullying week we will be exploring with pupils what bullying is and what we mean by an imbalance of power. Children will take part in activities and seek to understand why someone might bully. We will ensure that all children have a voice and will be reminding our staff that it only takes one person to change the course of someone's life for the better.

Dyslexia Awareness Week

Dyslexia awareness week took place between 3rd October and 9th October 2016. Dyslexia affects approximately one in ten people in the UK, that's over 6 million people. It is the most common and best understood hidden disability. Despite this, there is still much to be done to help people understand and raise awareness of dyslexia. Children can display signs of dyslexia from an early age - as young as 3 or 4 years old - but it is usually not formally identified until the age of 6 or 7. Children with Dyslexia often seem bright in some ways but struggle unexpectedly in others. Children with Dyslexia sometimes put letters and numbers the wrong way round, have difficulty understanding time and tense, confuse left and right, have poor handwriting or find writing difficult and they can be excessively tired after a day at school.

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Reminders:

*We break up for half term on
Thursday 20th October and
return from half term on
Tuesday 1st November.*





Developing Pupils' Emotional Intelligence

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Glossary of Terms

Pedagogy – the craft of teaching

Phonic Screening Check – an individual test for all children at the end of Year 1

Dyslexia – a common type of learning difficulty involving reading or interpreting words, letters and other symbols

Cyberbullying – using electronic devices to bully

Social networking – dedicated websites and applications where you can interact with others

GPS – Global positioning system providing information on your location

Emotional intelligence is the ability to be aware of, control and express emotions and navigate through interpersonal relationships thoughtfully and with empathy. According to Shahana Knight “people with high emotional intelligence (EI) are often more successful than people with high intelligence (IQ). The task of developing resilient, emotionally intelligent children will begin at home as early as when your children are one year old. When children join school making quality friendships, understanding another’s frame of reference, solving conflict and problem-solving are all skills developed through emotional intelligence. It is evident though, that many children need support with these key skills in classrooms across the country. According to figures for the NSPCC and Young Minds when you consider an average class of 30 children, ten pupils will have witnessed their parents separate, one will have experienced the death of a parent, seven will have been bullied, three will have behavioural or emotional difficulties and three will have a mental health disorder. This could mean that in a class of 30 children there could be up to 24 children with emotional wellbeing needs and as such schools have a significant role in focusing on mental health and wellbeing and thus preparing children for the social and emotional aspects of their future. Goleman defines emotional intelligence as:

- knowing one’s feelings and using them to make good decisions in life;
- being able to manage moods and control impulses;
- being motivated and effectively overcoming setbacks in working towards goals.

Emotional intelligence includes empathy, knowing what others are feeling, managing emotions in relation to others, and being able to persuade and lead others. So what can we do to support our children with developing their emotional intelligence? First we can accept our children’s emotions and emotional responses and comment on them with empathy. We can help children to label their emotions e.g. “you sound upset, you look unhappy today”. We can encourage our children to talk about their feelings and find healthy expression. Strong emotions can be overwhelming and talking about them can really help. We can teach our children problem solving skills to think through feelings and emotions and their responses to these and this is often easier to do when we act it out via role play or made up scenarios. Recognising our emotions and feelings and the way our body reacts to these is essential in developing healthy relationships. As teachers, our objective is to enhance the academic and social progress of all students. In order to reduce classroom disruption and improve student time on-task, some teachers nationally have adopted behaviour modification strategies such as assertive discipline. However, Goleman contends that focusing solely on academic development is not enough, because the inappropriate behaviour of particular students is often due, in part, to a lack of emotional intelligence.



National Adoption Week



Adoption is a legal process in which some children who cannot be brought up by their birth parents become a permanent part of a new family. Many have experienced abuse or neglect and all will have experienced loss and separation. Adoption is one of several “placement options” for children in care. Each year, Adoption Week concentrates on a particular theme to raise awareness and help to further educate those who are potentially considering adopting a child / children. National Adoption Week 2016 will take place from the 17th to 23rd October and the theme is embodied by the hashtag **#SupportAdoption**. As in previous years, the need to find families for some of our most vulnerable children remains at the heart of this year’s event. However, it is clear that a National Adoption Week that did not also address the difficult realities of adoption today would be doing a disservice to those children and the agencies working on their behalf. National Adoption Week 2016 will aim to encompass all aspects of adoption, to demystify and clarify the adoption process, reflect the challenges of adoptive parenting, share individual stories, showcase and signpost to best practice and invite anyone whose life or heart is touched by it to **#SupportAdoption**.



Starting School

As I write this our new Reception children have been in school for just 5 weeks and they are a wonderful new addition to our school. Whether a visit sees me covered in shaving foam, powder paint or adorned in a hard hat and handed a hammer and a saw (plastic I may add) and told to join the construction team, I am always inspired and in awe of the team. Our children seem to be having so much fun and it is a pleasure to see them absorbed in their play/learning. We realise that starting primary school is one of the most exciting milestones in a child's young life but it can be an anxious time too, especially for parents who are entrusting us to love and care for their little ones in the same way that they do. Some common concerns range from what they may be eating for lunch through to worries about academic achievement and whether or not they should be able to write their name and sit for extended periods of time concentrating. I hope for those parents who have been able to join us for the open morning and through conversations with your little ones you have been able to ascertain that they are happy and much loved at school. If however, you have any concerns at all, then please do not hesitate to chat to the respective class teachers in Robins and Wrens and indeed Mrs Pardo or Mrs George (who is returning after half term following the birth of her fourth child) who will be able to clarify things for you and ease your concerns.

Year of Maths

As many of you will know we are now half way through our year of maths which has seen a really positive impact in school not only in terms of the exciting and enriching lessons being taught but also through our end of Key Stage results last summer. In KS1 85% of pupils met the new national standard in maths compared to 73% nationally and 19% of our children were assessed to be working at greater depth compared to 18% nationally. At the end of KS2 88% of pupils were assessed via the Maths test to have achieved the new expected standard compared to 70% nationally and 37% were assessed to have met the greater depth standard compared to 22% nationally. Much of our work has focused on developing the three areas of fluency, problem solving and reasoning through our teaching. The national curriculum for mathematics aims to ensure that all pupils:

become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

At Hill West we believe that reasoning is fundamental to knowing and doing maths. It enables children to make use of all their other mathematical skills. We also know that becoming a competent and confident problem solver is central to the mathematical development of all learners and strive to put problem solving at the heart of our maths teaching.



Hill West Leadership Team

Dr Clarke - Head Teacher
Mrs Leeson - Deputy Head Teacher
Mrs Cook - Deputy Head Teacher (returning from Slade after Christmas)
Mrs Pardo / Mrs George - Assistant Head Teacher for Reception and Year 1
Miss Bolton - Assistant Head Teacher for Years 2, 3 & 4
Mr Lackenby - Assistant Head Teacher for Years 5 & 6

Internet Safety

Children and young people spend a lot of time online – it can be a great way for them to socialise, explore and have fun. But children do also face risks like cyberbullying or seeing content that's inappropriate. This is why NSPCC have teamed up with O2 to give parents a guide to keeping children safe on-line.

As we all know when accessing the internet children may end up chatting or becoming 'friends' with people on social networks or online games, even if they don't know them. The percentage of online friends that children didn't know outside of being online was 12% of 8-11 year olds in 2012 and 29% for 12-15 year olds in 2013. Children in the UK have the 2nd highest number of social networking contacts in Europe with 26% of children having between 100 and 300 'friends' and 16% having more than 300 'friends'. This obviously makes children vulnerable. Privacy controls can limit who can see your child's details, like their name, age and where they live. But when your child connects to someone as a 'friend' that person will have access to your child's personal information.

Some free games might ask your child to fill out lots of details before they can play and then illegally rent or sell this data on to others. It is important that we switch off or adjust settings using GPS or location tracking too. Lots of apps and social networking sites use software to locate where the user is. Whether you want to set up parental controls, adjust privacy settings or get advice on social networks, experts from the O2 and NSPCC can help on 0800 8005002

