

THE HILL WEST HERALD



HILL WEST
Primary

FOUR OAKS

ACE; Ambitious, Curious, and Ever-
Respectful

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Message from the Head Teacher

By Dr Beth Clarke

Reading to children is so powerful, so simple and yet so misunderstood (National Literacy Trust)

If parents ask me what is the singular most important thing they can do to help their child make progress with their learning, my answer is always the same – read aloud to them every day. Immerse them in stories, poems and rhymes and do it for the duration of their time in primary school. Thanks to our amazing PTFA, our new reading nooks around school are also supporting our drive to ensure our children develop a love of reading, in school.

Alison David (2020), writing on behalf of the National Literacy Trust points out that there can be few things as powerful as regularly reading to a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns. Yet fewer than half of 0–2-year-olds are read to every day or nearly every day by their parents.

Regularly reading to a child for the love of it provides a connection between parent and child from the very early days and helps build strong family ties. Lines from favourite stories enter the family lexicon. One that remains a firm favourite in our house is “square sweets that look round!” Can you identify the story? Reading to an infant is one of the greatest gifts parents can give. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children’s wellbeing.

David (2020) suggests that parents are aware of how important reading is as a skill in relation to children's literacy and academic performance, but what about reading for pleasure? Parents as a wide cohort, have typically not been explicitly told about the importance of reading aloud to their child, the benefits of relaxation, time together, the importance of building a routine and love of reading.

Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself. Because it needs quiet time, and our lives today are very short of this, parents need to create it for their children. This means consciously making time and keeping interruptions to a minimum. The earlier parents can start, the better, as it allows the maximum time for their child to grow up with reading and for the love to take root, grow and become part of their life. And what an enriched life that will be.



Arthur Terry Learning Partnership News

Lichfield's The Bridge Academy Joins the Arthur Terry Learning Partnership

The Arthur Terry Learning Partnership has been delighted to welcome The Bridge Academy to its growing family of schools.



The Bridge, which is an all through 5-16 short stay school based on two sites in Lichfield and Rugeley, is the sixth Lichfield school to join our family of schools, which connects academies in Birmingham, North Warwickshire and Staffordshire. ATLP's partnership now includes 21 schools and one national teaching school.

The Bridge had successfully been working with the ATLP for a number of months prior to its formal designation as an ATLP School and head of school, James Morris (pictured below), was delighted to see the school officially join the partnership on 1st August 2023.

James said:

"We are excited to have officially joined the ATLP and to be part of a family of schools whose vision and values align to those of The Bridge. This partnership will enable us to build on the progress we are making to provide a safe and supportive environment where our children thrive."

The Bridge will join ATLP's Staffordshire learning hub of schools, comprising six Lichfield schools and three Tamworth schools.

ATLP CEO Richard Gill CBE, said:

"It is a pleasure and a privilege to welcome The Bridge to our learning family. James is an excellent leader, who shares our commitment to putting children at the heart of all we do. He also recognises that together we are even stronger, and everybody across our One Trust is delighted to be working alongside such an amazing team. By joining together we can bring further opportunities to our children and communities."



The iPads Launch at Hill West By Ms Kelly Bailey

Staff at Hill West were thrilled to hear that our school was part of the Phase 2 rollout for 1-2-1 devices. Preparations began last summer term with teachers getting to grips with new technology, using their iPads in the classroom more than ever before!

Leading up to deployment day our children were buzzing with excitement at the thought of having their own device. Deployment day, known as 'Unboxing Day' to our children, saw every child alight with excitement and wonder as they opened their very own iPad and stylus - some even saying it was like Christmas! Classes, one by one, made their way to the KS1 hall to collect their device, thereby enforcing their sense of ownership and responsibility. A top priority of ours was to ensure that every single child was included and that no one was left out. As the piles of boxes went down without a hitch, we knew our goal was met. Equity is at the heart of the initiative and the driving force behind the roll out.

During their first day, many children explored using the airdrop function. It seems that skill is now firmly embedded in their repertoire, as I regularly hear children ask their teachers, "Can you airdrop me that please, sir?" during their lessons.

On day one, children took their own selfies and used software to edit themselves - some classes even edited themselves into superheroes! The smiles in all of their photos were huge! Each class spent some time reading and understanding our iPad pledge, as appropriate use of the devices is paramount on our agenda. At the end of the day, the children all went home with their bags a little heavier and a spring in their step.

As the weeks continue, we are already seeing the benefits and I am starting to wonder what we even did before Showbie. Staff are beginning to transform the way they teach and children are applying themselves to lessons with even more vigour and purpose. We are so proud of all of our staff and children who have had to learn so many new skills with each and every one doing a fantastic job. We are very much looking forward to the rest of our journey as we build the strategic application of technology into more of our lessons.

Quote from a class teacher Kerry Lynch, Year 2 teacher.

"Learning Futures has had an incredible impact on how learning is delivered within my classroom. The children have been more engaged and enthusiastic to start their lessons. They have found having the tasks right in front of them easier to read and complete. Learning is at a much faster pace and the children have benefitted from this. As an older teacher, I was unsure of how all the children would cope having iPads in front of them, but they have been amazing as they pick things up so quickly. I have grown in confidence with using the new technology and thank the ATLP for investing in Learning Futures, as it has enhanced my teaching, skills, and knowledge making teaching even more fun."



Starting in Reception 2023

By Mrs Lisa Pardo and Miss Sophie Roberts



Our new Reception children at Hill West School have embarked on their educational journey with remarkable enthusiasm and progress. We understand that this transition is a significant step for both the children and their families. Our little ones - our most cherished treasures - are now spending a considerable amount of time in their new learning environment. It is of utmost importance that they feel happy and safe, as this is the foundation for them to become confident and successful learners during their school years.



These young learners have already impressed us with their remarkable growth and amazing progress. They have quickly adapted to the daily routines and expectations, relishing their lunchtime in the school hall where they've been practising using knives and forks and their very best manners. They have learned to unpack their belongings and know who to approach for assistance. Exploring the classrooms, they have created stunning and beautiful pieces of work for our displays, showcasing their creative talents. The budding friendships among the students are a testament to the warm classrooms where the atmosphere is buzzing with excitement.



Remarkably, despite only being with us for half a term, these children have made substantial progress. They eagerly participate in our group reading and phonics sessions, readily soaking up phonic knowledge and expanding their vocabulary. They can't wait to learn the new phoneme of the day, answer questions about their book and learn the meaning of new words.



Through our CanDoMaths program, they are building their confidence and competence in working with numbers using the 'I do, we do, you do' approach. Learning about our world and environment has been a delightful adventure for them, providing exciting outdoor exploration. The creative table remains a popular spot, with the children crafting inspired masterpieces that delight us all - such fantastic imaginations.



Our role-play area has provided a glimpse into the wonderful personalities within our new classes. The path ahead for our Reception students is filled with excitement, and we look forward to continuing our partnership with you, the parents and caregivers. So far, we have explored several engaging themes, including "All About Me," "Senses," "Autumn," and "Halloween," with much more to look forward to before Christmas. The wonderful texts we've introduced, such as "Find Your Happy," "Hello Autumn," "The Gruffalo," and "Room on the Broom," have inspired a wide range of captivating activities and enriched learning experiences.

We sincerely appreciate your ongoing support in engaging your children with home activities; your involvement truly makes a meaningful difference in their educational journey.

Year 1 Trip to Hatton Farm By Miss Sophie Beardmore

On Friday 6th October, Swifts and Swallows embarked on an adventure to Hatton Country Farm. It was a jam-packed day for all the children, one which our guides Wiz and Joshua did a FANTASTIC job of putting together including: seeing lots of different animals – from sheep and goats to reptiles and snakes; going on the soft play; an exciting tractor ride; and corn picking.

The children began their day in either the Guinea pig house or in the feeding hut with the goats, sheep and pigs. In the Guinea pig house, the children got to hold and stroke some of the small, furry animals, who definitely like to nibble and fidget. In the feeding hut, the children were able to feed some of the farm animals and there were certainly some greedy ones.

Next was our exciting Scales and Trails adventure beginning in the reptile house. Here, our students had the unique opportunity to get an up-close and personal encounter with a variety of fascinating reptiles, including two snakes and two distinct types of lizards. One of the lizards even sported a striking blue tongue! This experience seamlessly tied into our ongoing scientific exploration, where we've been delving into the classification of animals. Our children have been inquisitively exploring the fundamental characteristics that distinguish various animal groups, encompassing birds, fish, amphibians, reptiles, and mammals. This hands-on encounter with reptiles not only enriched their understanding but also added a real-world dimension to our scientific learning journey.

After some exploring around the farm, it was then time for lunch, before heading to the soft play area. It was so much fun that even the adults had a go on it too!!

Wrapping up our wonderful day, our young explorers had the chance to embark on an engaging tractor ride around the farm, expertly guided by Joshua. During this adventure, our pupils learned about the various crops and produce cultivated on the farm, including fascinating insights into pumpkins and corn! Our luck continued as we had the unique opportunity to hand-pick fresh corn directly from the fields, a memorable experience for our children, who even got to take this home. By the day's end, our enthusiastic young learners, as well as our dedicated staff, were thoroughly exhausted but undoubtedly filled with a sense of accomplishment and satisfaction.



“My favourite part was when we got to pick the corn from the fields”. Rio

“My favourite part was the soft play and seeing the teachers go down the slides too” Elina



Year 2 DT Day

By Mrs Kerry Lynch

Both our first and second D&T days proved to be exciting, fun and explorative. The first day saw us taste testing lots of yummy fruits and vegetables, whereas in the second we were designing, making and evaluating our very own Halloween-inspired finger puppets – just in time for the spooky holiday!

Our day began by researching scary Halloween themed finger puppets to spark our imagination before we set out to define our final design concept, focusing on creating ghostly puppets. In this creative process, we had to consider various elements, such as the ghost's shape, the possibility of including tails or arms, facial design, and the puppet's size. We then designed 4 functional and appealing products for our chosen audience and purpose based on simple design criteria. Eventually, we selected our favourite design to bring to life.

Understanding the basics of constructing 3D textile products was a crucial part of our journey. We used paper templates to create two identical shapes and delved into the techniques for joining fabrics, including running stitch, glue, over-stitch, and more. This exploration helped us gain a deeper understanding of our own product and how to make it visually appealing and functional.

Year 2 decided to use a running stitch to connect the two templates together - a decision that required more skill and determination than we initially expected! Focus was key to being successful as we did not want to sew our fingers to the puppets now, did we!

After A LOT of focused stitching our finger puppets were finally ready. Before we had fun and used them, we evaluated our work giving ourselves constructive suggestions for improvement. The children were very excited when they got to take them home, hope they didn't scare you too much!
What do you think?

Kingfishers' and Owls' Top Tips: If you fancy making your own finger puppet, here are a few tips from Year 2 to you.
Be creative – Finger puppets are fun to make. Add pipe cleaners, googly eyes and many more exciting embellishments.
Be safe – Always ask an adult for help, especially if you are using a needle to stitch your finger puppet.



Year 3 Trip to Herefordshire

By Mrs J Sagoo

In the heart of Herefordshire, nestled among the rolling hills and picturesque landscapes, lie remnants of ancient history that have intrigued adventurers and history buffs for generations. Year 3 embarked on an unforgettable hiking trip to explore the Iron Forts of Herefordshire. With a sense of excitement and curiosity, we ventured into the past, discovering the rich heritage and breathtaking scenery that these ancient forts offer.

The Iron Forts of Herefordshire stand as silent witnesses to a bygone era. Constructed during the Iron Age, roughly between 800 BC and 100 AD, these hillforts served as fortified settlements, providing both protection and a strategic view of the surrounding landscapes. The children in our group were fascinated by the intriguing history of the people who once inhabited these forts, and the architectural marvels that had stood the test of time.

Our journey commenced with a picturesque hike through verdant meadows and dense woodlands. As we approached our destination, the breathtaking views of Herefordshire's countryside stretched before us like a canvas painted by nature. The landscape, a patchwork of fields and woodlands, with the occasional farmhouse punctuating the horizon, was a true testament to the splendor of the British countryside.

The Iron Forts themselves are evidence of ancient craftsmanship. Perched high upon the hills, they offered commanding views of the surrounding areas. We embarked on an exploration of these well-preserved earthworks, ancient ditches, and the formidable ramparts that once deterred any potential threats. We encouraged the children to use their imagination to envision life in these forts during the Iron Age.

The role of these forts became evident as we ventured further into the historical landscape. They served as both a place of residence and a centre for trade and communal gatherings. The inhabitants used the elevated position to keep an eye on their surroundings, helping them anticipate threats and maintain control over their territory.

This was an educational journey that allowed our children to connect with the past in a tangible way. We had the chance to imagine the lives of those who once lived here. This sparked curiosity and fostered a love for history.

Year 3's hiking trip to the Iron Forts of Herefordshire was a memorable adventure filled with history, stunning landscapes, and opportunities to connect with nature. It provided a unique learning experience for our pupils, instilling in them a sense of wonder and curiosity about the past. As we returned home with hearts full of history and heads full of new knowledge, we couldn't help but appreciate the rich heritage and beauty that a nearby county has to offer. We hope that this experience will inspire our students to continue exploring the fascinating history and natural wonders of our world, creating lasting memories of their childhood adventures in the Herefordshire hills.



Year 4 Music Lessons By Miss Sarah Mooney and Ms Clare Whelan



The Autumn Term has ushered in a fantastic new beginning for everyone in Year 4. Our transition into this term has been a resounding success, with the children settling in brilliantly.

One of the highlights of this term is the exceptional opportunity for Year 4 students to explore the world of music with professional music instructors. Throughout this academic year, our young learners in Moles will be mastering the art of playing the clarinet under the guidance of Miss Matthews, while our Squirrels will be honing their skills on the Tenor Horn with the expert tutelage of Mr Sandam. This musical adventure promises to be a fulfilling and enriching experience for all involved.

Moles: Clarinets

The term has been an exciting one so far in the world of music, Moles have been working hard learning how to take care of the clarinet. They will need this knowledge in preparation for taking the instruments home towards the end of term. In class, Moles have been constructing their instruments independently, learning how to clean their clarinets, and are beginning to remember what the different parts are called. The children will now continue their learning by practicing the basic five notes of the clarinet (G, F, E, D and C). They will then be applying these notes to make short tunes and melodies. The children are incredibly excited to learn about the greatest musicians of their time and learning the soundtrack of their favourite films - the Mario movie theme seems to be a favourite at the moment! We can already see such a fantastic development in learning from the children. They have all had a go at playing their instruments and we are all very excited to see how they progress throughout the year. Well done, Moles!



Squirrels: Tenor Horns

Squirrels have been working incredibly hard this term to come to grips with the fantastic tenor horn. The children have been brilliant looking after their instruments. We all know the tenor horn is not the easiest of instruments to carry across school - some of the instruments are bigger than the children! So far Squirrels have been working on how to handle the tenor horn correctly and how to maintain the instrument. The children will start with the basic notes to get them used to the instrument and then will progress to learning the range of notes A, C, E. They will identify the different pitch of the notes and where they might be used in different tunes. Keep going Squirrels you're doing an amazing job!



Well done year 4 you have had a fantastic start to your year. We are so proud of what you are achieving! You are all ambitious, curious and ever respectful. Keep up the hard work!



Year 5 - Rugby

By Mr Joel Clarke

Year 5 have had an enjoyable first half term with PE being an area of great success. The children have worked very hard with Russell, who has taught the children how to play Tag Rugby.

In our recent lessons, the children were engaged in collaborative team activities that became progressively more challenging as the sessions unfolded. The children were divided into two teams, and their task was to travel to the opposing team's territory without being caught and subsequently sent to a "jail" area.

Once they successfully eluded capture and retrieved a ball belonging to the opposing team, they had to transport the ball back to their own territory without detection, ensuring that both of their tags remained securely fastened to their belts to avoid the "jail" penalty. The complexity of the activity increased during the mid-point of the lesson when the children were required to pass the captured ball to one of their teammates for the return journey to their designated zone.

This tested the children's ability to throw and catch the ball, as well as their communication skills within their team. As the lesson progressed, the challenge was heightened as the children were mandated to make an accurate final pass of the ball back into their own half. Any inaccuracies in this final pass meant they had to restart the activity from the beginning. An interesting twist in the game allowed the children to rescue their jailed teammates by simply giving them a friendly high-five, granting them a fresh start in the game.

We concluded our lessons by honing our tackling skills using belts and tags. In this engaging activity, three individuals were designated as "sharks," with the task of capturing the other participants. It was the responsibility of the remaining players to navigate from one end of the pitch to the other without getting caught.

Those who successfully avoided capture earned the privilege to participate in the subsequent round, while the captured children transitioned into the role of "sharks." The game proved to be both highly enjoyable and eventful, with the ultimate victor being the last person who managed to evade capture.

Year 5 have thoroughly enjoyed playing Tag Rugby this term and have enjoyed learning new skills from a rugby perspective, such as throwing and catching, and running and tackling. We have also relished the opportunity to work in teams and groups, which has helped us improve our communication with our classmates and our confidence. We appreciate learning more about strategy and tactics - a key skill for many sports and games. We are very grateful to Russell for all his help this half term, and we hope that other year groups have as much fun as we did!



Class 6 Harvest Assembly and Open Morning By Mrs Alison Downes

Year 6 has started with a bang! In just a few short weeks, we've seen the introduction of iPads, the delightful Harvest play, and an engaging open morning. The new Year 6 students have effortlessly embraced these new experiences and have set a fantastic example for the entire school.

Our talented students, who are natural performers, eagerly took to the stage to present the annual Harvest play with possibly the catchiest songs ever! After roles were assigned, and lines were distributed, dedicated practice sessions began in earnest.

In both performances, Megan, Jack, and their friends seamlessly immersed themselves in the Harvest party, where they enjoyed music, dancing, and jokes. The dance routines, beautifully choreographed by both classes, were a sight to behold during the song 'Everybody come to the Harvest Fair.' Our singers also delivered captivating renditions of the challenging song 'Can you hear me,' whether as soloists or in small groups. 'The Bread Song' added to the festive atmosphere with its upbeat rhythm and bread-themed humour, and both classes sang with passion and emotion. This play relied on every member of the class to contribute to the harmonious ensemble. After engaging in thoughtful discussions about combatting famine in Africa, both classes concluded their production with the stirring 'Only One World.' The Harvest play serves as a crucial reminder of our fortunate lives in contrast to those less fortunate elsewhere in the world, while our annual collection for the local food bank reminds us of those in need closer to home.

The dedication of our actors, singers, choreographers, and technical teams was truly outstanding, leaving everyone eagerly anticipating the grand End-of-Year production. The Harvest play set the bar high, making it undoubtedly one of the year's highlights so far.

A week later we were all gathered together again for the parents open event. Combining Victoriana, craft and science, the event had it all. Teams of adults and children around the hall started the event by creating a cross stitch heart, as inspired by the more intricate designs of William Morris. It was exciting to watch everyone take the simple idea and add their own touches to it – whether it be colour choice, stitch size or the addition of embellishments and borders. Once the sewing was complete, magic was created using the laws of reflection in the form of a periscope. Relatives and friends used a template and mirrors to turn a simple cereal box into a sophisticated (!) spying device; secretly seeing around corners is no longer a problem for our year 6.

A remarkable start to Year 6, everyone! We extend our heartfelt thanks to all the families and carers of Year 6 for their time and effort in attending these events and contributing to their fun and resounding success.



Bridge Building Workshop

By Mr Ryan Horne

In a world increasingly driven by technology and innovation, nurturing young minds in the fields of Science, Technology, Engineering, and Mathematics (STEM) has never been more critical. At a recent workshop for Year 6 pupils, this idea was brought to life in an engaging and hands-on manner as they embarked on a fascinating journey to explore the power of triangular shapes in building bridges.

The workshop started with an exploration of the fundamental geometry of triangles. Pupils learned about the unique properties of triangles, such as their stability and versatility in creating strong structures. Using only small sticks and rubber bands, the budding engineers began their journey into the world of geometry and engineering.

The first step in their adventure was to create individual triangular shapes. These triangles served as the building blocks for what was to come. With guidance, pupils quickly grasped the importance of precision and accuracy in shaping their triangles. Each triangle had to be identical in size and shape to ensure the success of the project.

Once the individual triangles were perfected, pupils formed groups and joined forces to construct large, free-standing structures. This was where the real magic happened. Their eyes lit up with excitement as they realized that by connecting their triangles together, they could create something much larger and more complex than they had imagined.

Collaboration and teamwork became essential as each group faced the challenge of designing and building a bridge using their triangular structures. This experience fostered not only creativity but also problem-solving skills as they encountered obstacles and setbacks along the way. The young engineers had to apply their knowledge of triangles and adapt their designs to ensure their bridges were sturdy and stable.

The most remarkable aspect of this workshop was the moment when the pupils saw their bridges come to life. The thrill of seeing their creations stand independently was a testament to their hard work and ingenuity.

This workshop served as a valuable lesson for Year 6 students beyond just geometry and engineering. It taught them the importance of teamwork, creativity, and perseverance in the face of challenges. By working together, they discovered the power of collective knowledge and the potential to create something extraordinary.

The workshop was a huge success. It not only instilled a love for geometry and engineering in the young minds but also imparted essential life skills such as collaboration, problem-solving, and creativity. As the students walked away with a newfound appreciation for the beauty of triangles and their role in the world of STEM, they also left with a sense of accomplishment and the belief that with the right foundation and teamwork, they can construct bridges to a brighter future.



CanDo Maths

By Mr A Henrick

At Hill West, we are thrilled to announce an exciting change in our school's approach to Maths – the introduction of the CanDo Maths scheme of work. CanDo Maths is a dynamic and engaging programme designed to instil a deep love for mathematics and empower our children to become confident and capable problems solvers. This approach aligns closely with our school's ACE values, emphasising the importance of Curiosity, as well as Collaboration and Excellence.



The CanDo Characters

The two delightful and endearing characters have captured the hearts of our children: Colin the CanDo Caribou and Coco the CanDo Cockatoo. These lovable characters play a central role in the CanDo Maths program, bringing a touch of excitement and adventure to the world of mathematics.

Colin the CanDo Caribou: Colin, the adventurous CanDo Caribou, is always eager to explore the world of mathematics. He's a bit of a math enthusiast, but he often finds himself in amusing predicaments due to his boundless curiosity. When Colin struggles with a maths concept in the 'Secure it' activity, it's the children's mission to help him figure out where he went wrong, explain his mistake, and offer some friendly advice for next time.

Coco the CanDo Cockatoo: Coco is known for her clever wit and ability to inspire creative thinking. She joins our children during the 'Deepen it' activity, where she encourages them to delve deeper into the math content and explore different problem-solving approaches.

These enchanting characters not only make Maths more enjoyable but also foster a positive attitude towards problem-solving, creativity, and the joy of learning. Through their interactions with Colin and Coco, our children gain a deeper appreciation of the exciting world of mathematics and build the skills they need to thrive in this essential subject.

Structure of CanDo Maths Lessons

The CanDo Maths programme follows a structured and effective lesson format designed to foster curiosity, active learning, and mastery of mathematical concepts. The lessons are divided into six key phases: Hook, I Do, We Do, Check, You Do and Review.

1. **Hook:** Each CanDo Maths lesson begins with a 'Hook' to spark the children's curiosity and wonder about the mathematical content for the day. The teacher presents a set of intriguing graphics on the board, encouraging the children to observe, wonder and express their initial thoughts.
2. **I Do:** In the 'I Do' section, the teacher takes on a didactic role, teaching new mathematical content while modelling their thinking. This phase is crucial in helping the children understand how a master mathematician would approach various scenarios or questions. The teacher's clear explanations and demonstrations set the foundation for the children's learning.
3. **We Do:** The 'We Do' section focuses on collaborative learning. Children work with the teacher to solve a similar problem, allowing them to apply the newly learned concepts.
4. **Check:** During the 'Check' phase, the children complete a similar question on their whiteboards, showcasing their understanding of the material. The teacher uses formative assessment to gauge each child's grasp of the concept. This assessment helps the teacher determine which children are ready to proceed independently and which may need additional support.
5. **You Do:** The 'You Do' phase is the culmination of the lesson and consists of three activities: **Do it, Secure it, and Deepen it.**

- **'Do it'** involves the children tackling both similar and slightly different questions, fostering a comprehensive understanding of what it is and what it is also.
 - **'Secure it'** activities present common misconceptions through the character of Colin the CanDo Caribou. The children identify what Colin did wrong, explain the mistake, and offer advice for improvement. This activity helps the children confront and rectify misunderstandings.
 - **'Deepen it'** tasks the children with thinking critically and solving problems in various ways alongside Coco the CanDo Cockatoo. They may also determine whether a given statement is 'Always, Sometimes or Never true,' encouraging them to think deeply about the content and its application.
6. **Review:** In the 'Review section of our CanDo Maths lessons, we ensure that the children have a firm grasp of the newly acquired knowledge. Here, children are presented with a multiple-choice question that challenges them to apply their understanding of the lesson's concepts. This phase serves as a final check to assess their comprehension and ability to make informed choices based on their learning.

'Maths on Track' Meetings

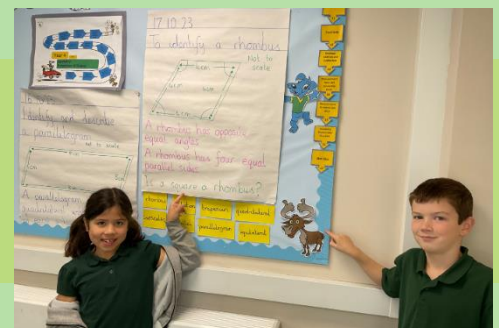
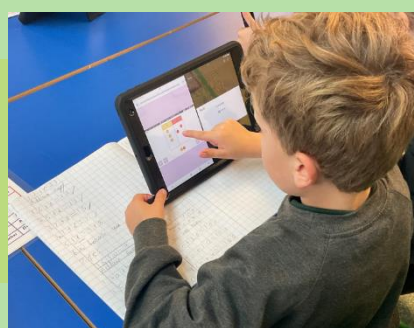
In addition to the core CanDo Maths lessons, our curriculum features a crucial element known as 'Maths on Track' meetings (MOTs). This distinctive session provides an invaluable opportunity for our children to consolidate their mathematical learning, ensuring they stay on course for mastery in mathematics.

Key objectives of 'Maths on Track' meetings:

1. **Practice and Application:** The 'Maths on Track' sessions offer our children a chance to actively practice the content covered in today's CanDo Maths lesson. Through a variety of exercises and problems, the children apply their newfound knowledge, developing confidence and competence in their mathematical capabilities.
2. **Skill Retrieval:** In these sessions, the children revisit skills and knowledge acquired in previous lessons and from across the curriculum. This regular reinforcement of concepts not only reinforces their learning but also helps build a strong foundation for future mathematical challenges.
3. **Support:** For children who have found the taught content in the CanDo Maths lessons particularly challenging, our 'Maths on Track' meetings provide an invaluable opportunity to gain additional support. Our dedicated teachers are on hand to offer one-on-one/group assistance, clarification, and guidance to ensure that no child is left behind.

'Maths on Track' meetings are designed to be more than just an extension of the regular curriculum. It plays a pivotal role in helping our children connect their mathematical knowledge, developing a comprehensive understanding of the subject and building strong conceptual frameworks. These sessions encourage the children to actively engage with the material, enhancing their retention and comprehension. Additionally, the individualised support for those that require it ensures that everyone receives the help they need to excel in mathematics.

At Hill West, 'Maths on Track' is not just an added feature, it's an integral part of our commitment to nurturing mathematical excellence. These sessions help to provide our children with a comprehensive and well-rounded mathematical education, equipping them with the skills and confidence to excel in the world of numbers.



Working Walls

At Hill West, learning is not confined to the classroom; it's an ongoing, dynamic journey where our children are encouraged to be ambitious and curious in their learning. Our beautiful working walls play a vital role in capturing this journey and ensuring that every child's educational adventure is as enriching and supportive as possible.

Progression and Retrieval: Our working walls are a visual testament to the progress and growth of our children. They provide a comprehensive view of the learning progression in mathematics, showcasing the various stages and milestones that the children achieve throughout the year. These working walls offer our children the opportunity to retrieve key knowledge and review previous activities, fostering a strong sense of continuity and understanding.

Building Vocabulary: Clear and concise vocabulary is a cornerstone of effective mathematics learning. Our working walls display prominently the terms and phrases that are essential for the current unit. This not only builds the children's mathematical vocabulary but also ensure they have a strong grasp of the language of mathematics, enabling them to articulate and communicate their understanding with confidence.

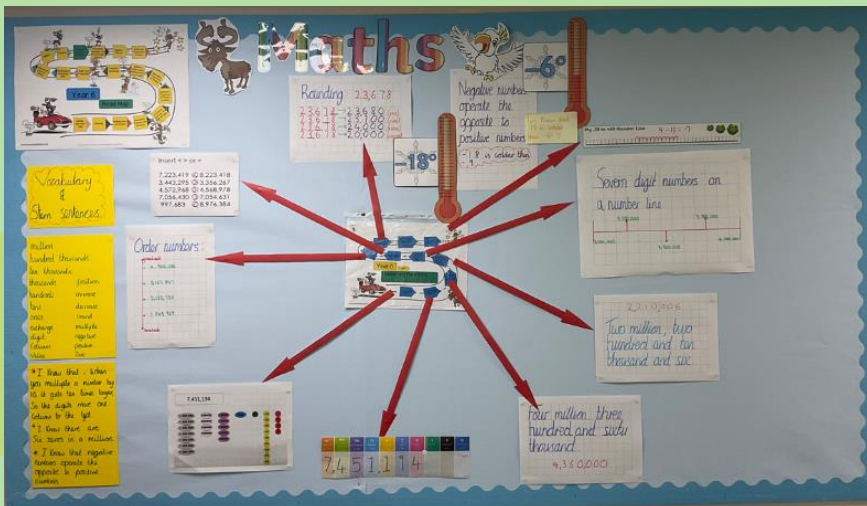
Supportive Stem Sentences: Incorporating mathematical terminology into sentences and articulation is crucial for a comprehensive understanding of the subject. To help our children, our working walls include stem sentences that guide them in using the correct mathematical terminology when answering questions. This support empowers our children to respond thoughtfully and coherently, enhancing their communication and problem-solving skills.

The Road Map: Our working walls offer a fascinating 'road map' that guides the children throughout the academic year. This comprehensive overview illustrates the manageable steps (lessons) that each unit is divided into, providing a clear understanding of the journey the children will embark on over the course of the year. With this 'road map', the children gain a sense of the bigger picture and can see how the individual units fit into their overall mathematical education.

Incorporating beautiful working walls into our classrooms is not just about decoration; it is centred on empowerment. It is focused on giving our children the tools they need to succeed in their mathematical education. These working walls offer a visual and functional support system that ensures every child is on track and thriving. As they navigate these visual representations of their learning journey, our children grow in confidence and competence, becoming the mathematicians of the future.

The Future of Maths at Hill West

The CanDo Maths scheme of work redefines our approach to mathematics delivery by combining curiosity, active engagement, and the mastery of mathematical concepts. With this approach, our children will not only excel in mathematics but also develop a lifelong love for the subject. After a highly successful first half-term, we look forward to continuing on this exciting journey of learning and discovery with our children, nurturing their mathematical abilities, and preparing them for future success.



Introduction to our new SENDCO

By Mrs Stephanie Field



Hello, I am Stephanie Field, and I am honoured to introduce myself as the Primary Hub SENDCO at Hill West Primary School. I would like to express my heartfelt gratitude for the warm and inviting welcome I have received here at Hill West. It is indeed an exciting time for our school, and I am genuinely delighted to be a part of this exciting journey alongside all of you.

My career in the field of education spans over two decades, during which I have primarily served as a dedicated primary school teacher. My professional journey has been closely tied to the Walsall Local Authority, where I have had the privilege of contributing to the education and growth of countless young minds. I also had the honour of holding the position of Head Teacher for four and a half years, which provided me with invaluable experience and insights.

Throughout my career, my passion has always focused on Inclusion and Family Support. I am excited to bring my expertise and enthusiasm to Hill West Primary School and contribute to the continued success of our students.

In order for everyone to achieve their potential, some of the solutions Hill West offer are:

- providing additional resources
- using alternative methods of recording (ICT, recording devices, pictorial, using scribes)
- providing specialized equipment
- using a language and literacy toolkit to assess the next smaller steps in learning
- same day catch up interventions
- personalising learning through planned, longer term interventions.

I am here to support the diverse needs of our school community and ensure that every child's unique potential is recognised and nurtured.

Thank you for this warm welcome, and I am eager to collaborate with all of you in shaping a bright and inclusive future for our students.

SEN GLOSSARY

We know that sometimes schools and other professionals can use terms or phrases that not everyone is aware of.

SSPP- SEND Support Pupil Plan

EHCP- Education, Health and Care Plan

ADHD- Attention deficit hyperactivity disorder

ASD- Autistic Spectrum Disorder

CAMHs- Child and Adolescent Mental Health Services

PSS- Pupil Support Services

CAT- Communication Autism Team

EP- Educational Psychologist

FURTHER RESOURCES AND SUPPORT

Remember to check out the Birmingham Local Offer information for general support for SEND. [Home - Local Offer Birmingham](#) Or see the school website for more details.