

# THE HILL WEST HERALD

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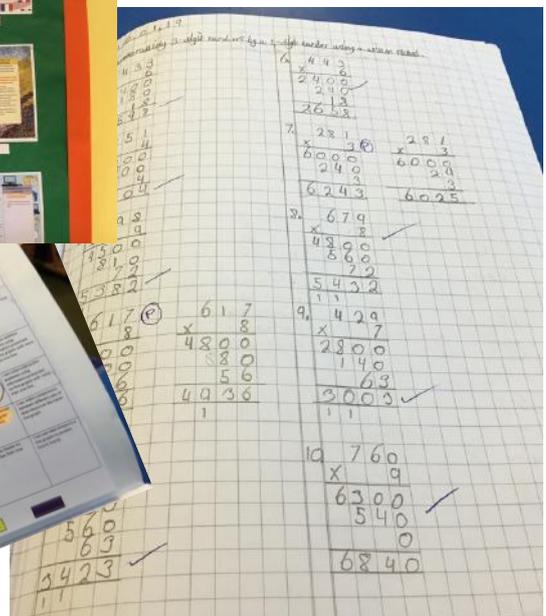
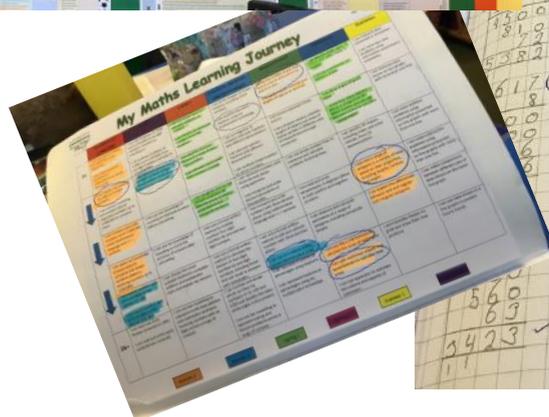
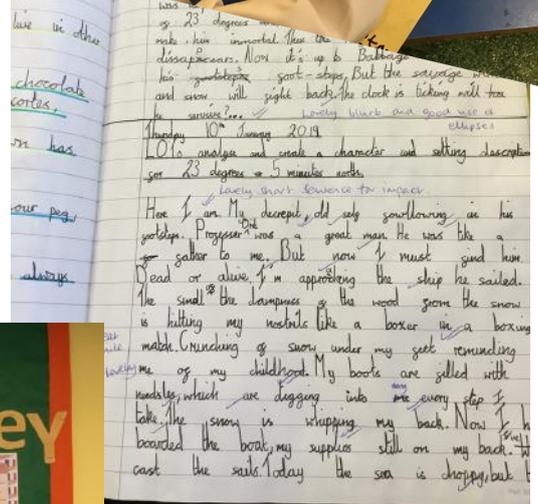
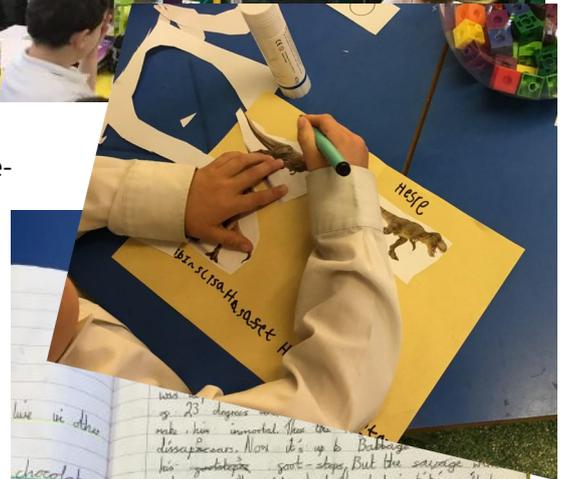
Spring 1 2019

# Message from the Headteacher

Dr Beth Clarke

On Wednesday 30th January I spent the morning with classes across school, gaining an insight into their learning and progress. On my walk around I took a range of photographs to capture the work taking place across school, some of which I have shared with you here. A key function of my role as Headteacher is to observe, monitor and celebrate practice across school. Teaching is at the very heart of what we do and as a professional staff body we are always looking for ways we can make improvements to what we do. Classroom observation can be an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. Observation is one of the methods through which we assess the quality of teaching and learn how to develop further. The teaching staff at Hill West are confident about being observed and are used to not only the senior leadership team spending time in their classrooms but often host a range of practitioners, whether that be Associate Teachers or colleagues from across our multi-academy trust of schools. As a school we have a comprehensive system in place, with agreed descriptors and judgement criteria which means that we are able to influence teaching positively. We have worked hard at Hill West to ensure our culture is of shared learning, where it is normal and expected to be reflective, evaluative and challenging.

As a senior team we ensure that our judgements are aligned and often spend time in classes in twos or threes so that we can moderate our thinking. I always enjoy my time in classrooms observing the learning taking place of individuals or groups. It is important that we put ourselves in the shoes of the children and think about their lived learning experience in school. This of course, is likely to be different for different children and our job is to ensure that our practices are successful for all.



## Learning Partnership News

Dr Beth Clarke and Anna Newson (seen front and centre)

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The Arthur Terry Learning Partnership has been named Large Business of the year, Sutton Coldfield, by the Chambers of Commerce. Our respected partnership was among the winners of the third annual Sutton Coldfield and Lichfield & Tamworth Chambers' awards to be unveiled at a glittering event at The Belfry Hotel & Resort on Friday 29th January 2019. The Business of the Year winners were chosen by a panel of judges, who said: *'Led by CEO and influential education sector leader Richard Gill, ATLP have earned a glowing reputation for providing outstanding education and developing the next generation of teachers.'*

Commenting on ATLP's success, Richard Gill, said: *"We're absolutely thrilled to have been named Large Business winners. This award is for our whole learning community and we want to thank everybody for their support and dedication, and the Chamber for recognising our contribution to education and business. We're proud and privileged to sit alongside those who make such a difference to our regions and look forward to giving back even more in the future. "ATLP recognises that education goes beyond the classroom. Every child only gets one chance and we never underestimate our responsibility to provide the very best. We believe the development of our business in what are stormy educational waters, our record in leadership, our outstanding provision, the excellent, talented workforce across our family of schools, the outcomes we achieve and our record of school improvement within and beyond our own family of schools has led to this success. However, education is about more than this and the smiles on children and young people's faces and the difference we make to their lives is the biggest indicator of our achievements."*

This year sees the launch of the ATLP's 'A Decade of Difference' campaign which celebrates 10 years of outstanding school-to-school support. The partnership has grown to 13 schools, primary and secondary, along with one teaching school, and a learning community of around 10,000 students, employees and governor volunteers, with an annual turnover of £29 million. Under Richard's dynamic leadership, the growing multi-academy trust (MAT) has established itself as a significant capacity giver across the West Midlands and beyond, as recognised by the Department for Education. ATLP has entered its second growth phase, delivering sustainable school led improvement to more schools through regional hubs. Schools joining the ATLP recognise the power of collaboration, the benefits of being part of the partnership and the opportunities to contribute to the MAT. Through such effective partnership working, ATLP schools have experienced significant school improvement.

Chris Brewerton, senior business development and relationship manager for the Sutton Coldfield and Lichfield & Tamworth Chambers, said: *"These awards are a wonderful showcase of all the positive and inspiring work businesses across Sutton Coldfield, Lichfield and Tamworth have done during the past 12 months. It was great to see so many delegates networking with each other throughout the evening and we can't wait to start planning next year's event. "Congratulations to all of the winners, of course, but also to all of those businesses who applied or who were nominated too. Thanks to our sponsors, event organisers, VIPs and all those who attended."*

## Year 6 visit France

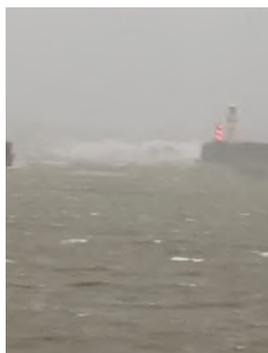
Miss Linsie Donegan



Our journey to France began, very early (5.30am) on a cold, Friday morning in February, where a group of very excited Year 6 children boarded the coach (the executive standard – with a very useful toilet). With a long day of travelling ahead of us, the coach set off as the children waved goodbye to their loved ones, and we headed towards the White Cliffs of Dover, via the M1, with lots of sweets and chocolate to eat and films to watch. Unfortunately, the journey to Dover took a little longer than the expected 4 hours, as we were delayed by an



accident on the M1, which led to a closure of the road between three junctions. We were not sure about the scenic route taken by the coach driver, but he later explained that Google Maps does not take into consideration roads that are not suitable for large vehicles like coaches, and miraculously we re-joined the M1 just before the M25. We were very grateful for the toilet on-board, as we didn't stop for quite some time.



Although we missed our original ferry, the ultra-efficient Miss Clinton liaised with the coach company to ensure that we were able to queue for, and then drive straight onto, the next ferry that was to leave Dover when we arrived. The whole thing from entry to loading only took about 25 minutes. Some of us noticed that the waves outside the harbour looked a little large, but

once on board, it did not seem too choppy. We had a fantastic (albeit cold) photograph outside on the deck – 34 children and 4 adults! The children were then excited to explore the ferry and they enjoyed the opportunity to spend some of their Euros on sweets and chocolate. The arcade also proved to be very popular, with Charlotte challenging Mr Lackenby to a Nitro motorbike race (and losing). After about an hour of a wet and windy crossing, the shores of Calais became visible on the horizon and the boat pulled into the harbour. We returned to our coach and watched the hydraulic system raise the front of the boat so that we could drive into France.

Once we had arrived in France, it took around 3 hours to reach Chateau du Broutel in Rue. We were not able to appreciate its true beauty on arrival as darkness had fallen. As we spilled off the coach to look at our impressive surroundings, we were greeted by the enthusiastic instructors from Manor Adventure. Cases were unloaded from the coach and the children went into the dormitories to find their rooms and choose their beds. A fire drill followed before the children walked across to the canteen, where dinner was served.



Dinner was a choice of three

homemade meals – the Hungarian Goulash was a big favourite. Unfortunately, it was so late that there was no time for any activities, so after dinner the children went back to Normandy, and began to settle down to sleep.



After a great first night, most of us were feeling refreshed after a good night's sleep. Our first day entailed a tour of the grounds – where we learnt about the role that Chateau Du Broutel played during World War One. The children were able to hold old gas bomb-shells and look at shrapnel dating from WW1. We then headed into Rue, to explore some of the ancient buildings, the local market and to visit a street market, where the children could practise their French whilst buying goods

from the stalls. Some children had a well-deserved warm up in the local French coffee shop, tucking into a French hot chocolate, after ordering it in French, whilst others ordered water to take away! We explored other local places. The Chapelle Du Saint Esprit (which is the resting place of some relics from the Saint) had exquisite carvings to decorate parts of the church.

## Year 6's visit to France continued

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We then visited the local supermarket so that the children could buy items using French money and talk to the people in the shop. We then returned to the Chateau on foot as lunch was waiting for us in the dining room. After lunch, we boarded the coach to visit the Chocolate Factory and its shop. Once there, we thoroughly enjoyed learning about how chocolate is produced and what they make with their chocolate in the factory. A trip to the shop, to treat ourselves and our families, followed. On the evening, the children enjoyed Chateau Olympics – which involved running around and laughing a lot.



Sunday was spent visiting a variety of poignant places of the Battle of the Somme. This was extremely captivating and the children were fascinated with all that they found out about World War One. The first site we visited was the Somme Museum 1916, in Albert. This is a wonderful museum that has been built in the tunnels under the town that are now filled with a huge variety of WW1 artefacts. From uniforms to gun and shells. The children were able to get a real sense of the type of warfare experience during the Somme. There is even a section of the museum that has been built to replicate trench life and how it would feel having the constant bombardment of enemy fire.

Our next stop was the Lochnagar Crater, which is the largest crater created from warfare in the world. The children were fascinated to learn how the British army used miners to tunnel under enemy trenches in order to open the attack on the first of the Somme. They even discovered a grave of a soldier found only recently and learnt a little about this brave man's past.



Another stop along the way was The Beaumont-Hamel Newfoundland Memorial which stands as an important symbol of remembrance and a lasting tribute to all Newfoundlanders who served during the First World War. At the heart of the memorial stands a great bronze caribou



(the emblem of the Royal Newfoundland Regiment). Its defiant gaze forever fixed towards its former foe, the caribou stands watch over rolling fields that still lay claim to many men with no known final resting place. Although, very thought-provoking and sombre, the children's behaviour was exemplary and we all felt proud of them.

Our last evening at the Chateau involved a camp fire, where children sang songs and told stories. This was of course after another delicious dinner which involved snails and frogs legs! Year 6 continued to be impeccably behaved on our journey home the following day, even as they squeezed in one last visit to the supermarket to buy their own lunch.

I thoroughly enjoyed my time in France with Year 6. It was a weekend to treasure for all the children.

# Student Council News

Miss Jenny Robinson

At Hill West, this past term, School Council have been working hard to action any points raised by their peers and bring new questions and thinking to the forefront of the student body. Children, across the entire school, have been able to voice their concerns and have their views listened to and dealt with in school. School Council has been able to provide children across both of the key stages with a platform- a platform that puts them at the centre of the current affairs within our school- a platform that takes all of their views, concerns and questions seriously- a platform that is run by the children, for the children.



Our current affairs, this half term, include:

School Council have also taken it upon themselves to organise a collaboration with our Eco-Warriors team- surrounding the issue of litter being dropped on our playground and how to minimise its impact upon the environment. Something we as a school are very passionate about.

Over the past term, School Council have established themselves at the heart of our school and each member of our council takes pleasure and pride in the role that they are tasked with. They are a helping hand to those that need it during lunch and break-time and a voice for those that don't have the confidence to speak out.

We look forward to all the fun and excitement that the next half of the academic year will bring for us.



## ECO Warriors

Mr Steve Carroll

As the dawn breaks on another term here at Hill West the excitement is almost tangible. For springtime is a truly magical time not only for the children but for all of us. Who doesn't like spotting the first flowers in bloom, walking your children to school in actual daylight, the smell of fresh cut grass or even the six nations rugby on TV. These are the signposts that tell me it's prime time for our Eco Warriors team.



The start of the new term in January kick started the Eco warriors programme with all of the team full of anticipation of what lay ahead for them. We had a 'meet the team' session where everyone was keen to find out what being an Eco Warrior actually meant. This session is a moment to treasure as I list some of the activities we'll be embarking on. Discovering wildlife, creating habitats for animals that inhabit our site, creative outdoor art projects, visits to local wildlife hotspots, environmental projects and growing our own vegetables to name but a few.

The smiles of excitement are the reason I love having this opportunity to lead the Eco Warriors project and as we head out into the grounds for our first lesson of discovery the enthusiasm levels are through the roof. Our first session is a simple exploration of our beautiful extensive grounds with the simple yet magical task of finding 10 different living creatures. Their faces light up as they realise what is all around them everyday. It's like a lightbulb moment for so many children. In our grounds we have the obvious insects and spiders but we also have foxes, hedgehogs, buzzards flying above and even a pair of woodpeckers nesting, we are so lucky to have all of this for our children to experience every single day.

Each member of the team gets their own Eco warriors folder where we keep all their work so they have a point of reference to revisit what they have experienced something. Its so rewarding to see how much pride they have in the work we do. We always keep the balance 90% outdoors leaving a little bit of time to recap and record some key moments with pen and paper, and even this is done outside when the weather is favourable.

The return to school after half term is the time we go full steam ahead with our planting of vegetables. This is such a rewarding activity and the realisation that each member of the team gets their own planting bed to tends to give the children a great excuse to really get their hands dirty as they make sure their own plot is in tip top condition ready for the spring growing season.

I often spot the children wandering over to the vegetable plot at playtime curious to see any overnight progress. It's those moments that hit home and you realise that they are really embracing the eco warriors mind-set. The children are so grateful to have the opportunity but to be honest I think I'm the lucky one to have my day enhanced by all these wonderfully creative, bright young children.

So here's to spring and the 2019 Eco Warriors team and all the discovering we have to make.



# Peter Pan at Birmingham Hippodrome

Ms Emily Bolton



Shiver me timbers! The pantomime this year was Peter Pan and had a star-filled cast. Peter Pan was played by Jaymi Hensley, Tinkerbell by Kellie Gnauck, a Magical Mermaid by Meera Syal and Captain Hook by Darren Day. However, the star of the show was Matt Slack as Smee. He stole the show for the sixth year in a row with his outstanding physical comedy, improvisation and hilarious interaction with the audience.

The costumes sparkled, the set was sumptuous and a visual delight, and there were some truly magical moments of stage craft such as the appearance of the crocodile, a moving pirate ship, and a flying moped. Magical too were the inclusion of the Timbuktu Tumblers, who brought acrobatic prowess to the Hippodrome stage.



Our annual trip to the pantomime has become somewhat of a tradition at Hill West. So...why do we do it? The answer is simple...we do it for our children. It is an absolute privilege to take our children to the theatre; to see their excitement as we get on the coaches and travel under the Birmingham tunnels; to witness their awe as they step into the theatre, maybe for the first time, and see the stage in amazing, glittery colours and to experience their wonder as the curtains lift and the pantomime begins.



At Hill West our aim is to develop children who are confident, articulate and well-rounded citizens. Throughout both of our visits to the theatre, this was highly evident; children's impeccable manners, outstanding behaviour and articulacy were clearly apparent. An absolute credit to our school and their parents!

# Rights, Respecting School Award

Dr Warrack



The Rights Respecting Schools Award (RRSA) puts children's rights at the heart of a school. At Hill West, we introduced the children to the United Nations Convention on the Rights of the Child in January 2018. We discussed the 49 rights contained within the convention and the children considered what the different rights within the convention meant. As classes, the children decided which rights they believed were the most important. The children used the rights they had chosen to create their own Class Charter. By embarking on the RRSA journey in January 2018, Hill West began working to ensure that our school is a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Pursuance of the award requires these values to be embedded into daily school life, meaning that we give our children the best chance to lead happy, healthy lives and to become responsible, active citizens. Using the UN Convention on the Rights of the Child (UNCRC) as our guide, and the support of Birmingham City Council and UNICEF, we continue to work through the Award to become fully Rights Respecting at Hill West. Once we achieve the Silver (and then Gold) award, this will demonstrate that we are committed to, practice and have embedded the United Nations Convention on the Rights of the Child within the school and beyond. The Rights Respecting School Agenda not only makes children aware of their rights within the school, but also develops children's awareness of wider issues including the rights of children on a global basis, a greater understanding of the social and emotional aspects of learning, the importance of community cohesion and sustainable development.

The focus of the Award is to embed children's human rights into the ethos and culture of our school, which involves linking it to policies and procedures at school, steering the way that people within the Hill West Community behave towards each other towards more respectful approaches to each other, ensuring that the rights of children at Hill West are always forefront in the minds of all the stakeholders involved with school (including the children, parents, staff, governors and local community members). It is the intention of everyone who is involved with Hill West to put the UN Convention on the Right of the Child (CRC) at the heart of our school's practice, which will improve wellbeing and help all children and young people realise their potential. The RRS agenda is based on the principles of equality, dignity, respect, non-discrimination and participation and schools involved in the Award have reported a positive impact on relationships and wellbeing, leading to better learning and behaviour, improved academic standards and less bullying.

As our pursuit of the RRS award continues, Hill West is working towards embedding RRS practice in the following areas: leadership of the school, knowledge and understanding of children's rights, ethos and relationships and the empowerment of children and young people. There are three levels to the Award: Bronze: Rights Committed; Silver: Rights Aware; Gold: Rights Respecting. The journey to Gold, the highest level of the award granted by Unicef UK, can take three to four years. Hill West was awarded the Bronze Award in Summer 2018 and hopes to achieve the Silver award by the end of the Summer term 2019. Silver and Gold accreditations lasts for three years, after which time Hill West would have to apply to be re-accredited.

In September 2018, classes across school reintroduced the children to the Rights encompassed by the Convention. They were able to debate the importance of these rights and chose the ones that they, as a class, felt were most significant, to underpin their new class charter for 2018-2019. There are four key areas that we are working on to produce a positive impact on children at Hill West; wellbeing, participation, relationships and self-esteem. We aim to ensure that this influence extends beyond the school gates, to have a positive impact on the whole community.

It is intended that by promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing will be boosted and children are then less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

The RRS Award gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. They will be empowered to access information that enables them to make informed decisions about their learning, health and wellbeing. It is anticipated that in the future, as part of a RRS, children at Hill West will be able to use the language of rights to tell teachers they do not feel safe at home or in their community, whether that's because of violence, abuse or neglect

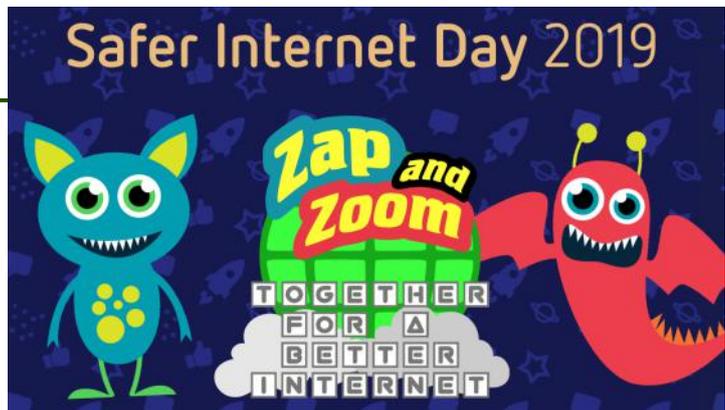
In a RRS, children will be able to develop better relationships both with their teachers and their peers, based on mutual respect and the value of everyone's opinion. In a Rights Respecting school children are treated as equals by their fellow pupils and by the adults in the school. Children and young people are involved in how the Award is implement in the school but are also involved in strategic decision-making; in decisions about their learning; and in views about their well-being.

By becoming actively involved in school life as well as their local community (as well as the national and global community), children at Hill West will build confidence to make informed decisions. We intend that children will develop a moral framework, based on equality and respect for all that lasts a lifetime, as they grow into engaged, responsible members of society. At Hill West, children and adults will develop an ethos and language of rights and respect around the school and the rights and principles of the Convention will be used to put moral situations into perspective. In any given situation, we will encourage children to consider rights-respecting solutions – as we believe that this will have a hugely positive impact on relationships and well-being. We will encourage our children to get involved in raising awareness about social justice issues, both at home and abroad, so that they become ambassadors for rights, taking part in activities to help to bring about change.

## Safer Internet Day

Mr Christopher Ellison

On the 5<sup>th</sup> February, the children of Hill West Primary took part in Safer Internet Day. Coordinated in the UK by the **UK Safer Internet Centre** the celebration sees hundreds of organisations get involved and join a national conversation about using technology responsibly, respectfully, critically and creatively. The day offers the opportunity to highlight positive uses of technology and to explore the role we all play in helping to create a better and safer online community. It calls upon young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers, and wider, to join together and help to create a better internet



In Key Stage 1 the children at Hill West discussed what the internet is and why and how we ask or for permission when using a range of online games, websites or programs. Children also discussed how programs or websites we come across might ask for our permission and how this might be displayed. Linking to their Personal Development and Wellbeing working, children explored how they can make good choices online to look after themselves, their family and friends. In KS2, our children learnt about the concepts of 'consent' and 'permission' when they are online. They identified the different contexts in which they may need to give or receive permission, explored the consequences of doing so and learnt to understand the importance of choice and respect online. Children also explored 'The Power of No.' And how they can deny permission for something, such as sharing a photo or video, whilst respecting the feelings of others.

The UK Safer Internet Centre is a partnership of three leading charities – Childnet International, the Internet Watch Foundation and South West Grid for Learning, (SWGfL) - with a shared mission to make the internet a better place for children and young people. The partnership was appointed by the European Commission as the Safer Internet Centre for the UK in January 2011 and is one of the 31 Safer Internet Centres of the Insafe network. The UK Safer Internet Centre delivers a wide range of activity to promote the safe and responsible use of technology by children and young people:

- ◆ coordinates Safer Internet Day in the UK, reaching millions every year. In 2018 Safer Internet Day reached 45 of young people and 30% of parents in the UK.
- ◆ founded and operates an online safety helpline for professionals working with children in the UK, including teachers, police officers, GPs and more
- ◆ operates the UK's hotline for reporting online child sexual abuse imagery
- ◆ develops new advice and educational resources for children, parents and carers and teachers to meet emerging trends in the fast-changing online environment
- ◆ delivers education sessions for children, parents, carers, teachers and the wider children's workforce, including free events across the UK
- ◆ trains children and young people to be peer educators and champions for the safe and positive use of technology
- ◆ shapes policy at school, industry and government level, both in the UK and internationally, and facilitates youth panels to give young people a voice on these issues.

For more information visit [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and the websites of the partners: Childnet, the Internet Watch Foundation and SWGfL.



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# Inclusion

Mr Stuart Lackenby

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As part of our ongoing commitment to provide the very best education our children deserve, we continually strive to refine and improve our practices across school. We do this each year by identifying a key driving priority that will lead the development of our practices, with this year seeing a whole-school focus on enhancing our inclusive approaches.

At Hill West, we openly recognise, value and celebrate the diversity, **individuality** and **uniqueness** that each and every one of our children brings to our school community. We know that our children enter our school with a unique set of experiences, abilities, and needs which have been shaped by their early experiences from their main caregivers (parents and families). It is often these early experiences, and the nurture provided by caregivers, that help children to develop secure relationships with their peers and other adults, which then, in turn, allow them to go on to achieve a greater level of academic and personal success later in life.

Underpinning all aspects of our practice in school, is a collective understanding that academic achievement can only be achieved if the social and emotional development of the child is prioritised. The premise of this is quite simple: if a child has access to nurturing, caring relationships in school, feels safe and secure in their environment and is taught how to better regulate their emotions and responses, they will, as a result, develop more secure, reciprocal relationships and become increasingly emotionally intelligent and resilient.



At the core of this work is the recognition that no two children are the same; each is wonderfully unique and special and therefore no one approach could sufficiently meet the diverse learning needs of our children. For example, one child may start school in Reception having not attended an Early Years setting and struggle with developing early friendships that their peers, who have been in such a setting before, do not experience. Equally a child may enter school with an identification of a special educational need or disability and would therefore need bespoke and tailored provision to ensure equity in their access to education. Sometimes, along their educational journey children will experience different stresses and triggers in life that can impact negatively on their emotional regulation and resilience. Triggers such as bereavement, trauma (including neglect and abuse) and break down in family structures can all impact on how they act and behave in school and it is these moments in which children need most support.

It is only by tuning into and being aware of each child's specific needs that we are better able to adjust our care, environment, and daily practices so that we meet their social and emotional needs.

## Educational Attunement

Over the course of the Autumn/Spring term, staff at Hill West have been working closely with Dr Anita Soni, Hill West's Educational Psychologist, to develop their understanding of social and emotional development through principles of 'Attuned Learning'

Attunement Theory, which closely complements the work on Attachment by John Bowlby (1988), essentially describes how reactive a person is to another's emotional needs and moods. A person who is well attuned will respond with appropriate language and behaviours based on another person's emotional state. Research shows that this educational approach raises pupil's self-esteem and motivation, while improving the relationship between pupil and teacher. It is often defined as responsive education, in which the teacher's role is to provide the pupil with the scaffold needed for learning and development and is something we are committed to wholeheartedly at Hill West.

During their training with Dr Anita Soni, staff developed their understanding of the five underpinning principles (below) that combine to develop the domains of: foundations of intersubjectivity, intersubjectivity and mediated learning – the ultimate goal of responsive education.

Over the course of this academic year, it has been a privilege to see staff enthusiastically apply such principles into their everyday pedagogical practices and reflect on the impact their attunement with pupils has on learning. All staff in school have an acute awareness of the social and emotional aspects of children’s behaviours and are able to better respond to their needs in the moment; I am proud to say that we are a school of highly attuned practitioners and look forward to embedding this further as the benefits to our children so far are wonderful.

| <b>Are you?</b>                        | <b>By...</b>   | <b>In order to develop...</b>                |
|--|--|--|
| <b>Being attentive</b>                 | Looking interested<br>Turning towards<br>Friendly intonation and posture<br>Giving time and space for other<br>Wondering about what they are doing, thinking or feeling  | <b>The Foundations for Intersubjectivity</b> |
| <b>Encouraging initiatives</b>         | Waiting<br>Listening actively<br>Showing emotional warmth through intonation<br>Naming positively what you see, hear, think or feel<br>Naming what you are doing, hearing, thinking or feeling<br>Looking for initiatives  |  |
| <b>Receiving initiatives</b>           | Showing you have heard, noticed the other’s initiative<br>Receiving initiative with friendly body language<br>Returning eye contact, smiling, nodding in response<br>Receiving what the other is saying or doing with words<br>Repeating using the other’s words or phrases  | <b>Intersubjectivity</b>                     |
| <b>Developing attuned interactions</b> | Receiving and then responding<br>Checking the other is understanding you<br>Waiting attentively for your turn<br>Giving a second (and further) turn on same topic<br>Giving and taking short turns<br>Interrupting long turns by checking for reception<br>Supporting turn-taking round a group (if in a group)<br>Contributing to interaction/activity equally<br>Co-operating – helping each other |  |
| <b>Guiding</b>                         | Extending, building on the other’s response<br>Scaffolding – judging the amount of support required and adjusting<br>Giving information when needed<br>Providing help when required<br>Offering choices that they can understand<br>Making suggestions that they can follow  | <b>Mediated Learning</b>                     |
| <b>Deepening discussion</b>            | Supporting goal-setting<br>Sharing viewpoints<br>Discussing collaboratively and problem-solving<br>Naming difference of opinion<br>Investigating the intentions behind words<br>Naming contradictions/conflicts (real or potential)<br>Reaching new shared understandings<br>Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)    |  |

We are delighted to announce that, following the success of our Emotion Coaching workshop in the Autumn term, Dr Anita Soni will be delivering a further parent workshop in the second half of the spring term focussing on the principles of ‘Attunement’. Details will be communicated out via our weekly bulletin in due course but we do hope you will be able to join!



To all our families,  
Wishing you all a  
fantastic half term  
break.



We look forward to  
welcoming you back to  
school on



Monday 25th February

