



Hill West Primary School

Pedagogical Newsletter – February 2016

New Arrangements for the Start of the Day

Following consultation with members of the parent council we will be changing the routine at the start of the day as of Monday 22nd February. Children should arrive to school at 8.45am and make their way straight into class. Doors to the classroom will close at 8.55am when lessons will promptly start. We hope this reduces congestions on the KS1 playground and gives the children a calm start to their learning.



*Issue 16,
February 2016*

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Reminders:

We break up for half term on Thursday 11th February and return on Monday 22nd February.

Pupil Conferencing

At Hill West we believe that every child benefits from the opportunity to discuss their learning successes and the barriers to improving their progress with their teacher. As such, meetings between the class teacher and pupil take place every half term. Pupil conferencing can have a huge impact. It can leave the child with a clear knowledge of where they are; where they could or should be; what they need to do next; the timeframe in which this is to be achieved and

how school intends to help. This can prove truly motivational for children. It lets them know the purpose of the teaching activities to come; the relevance of any support and associated homework they receive and makes targets meaningful and individual. Pupil conferencing also provides the perfect opportunity to gain a deeper insight of the whole child; to build meaningful relationships built on trust and mutual respect. Parents will have the opportunity to view all pupil conferencing targets at work sharing and parent consultation evenings.

Interim Frameworks

Following the removal of teacher assessment levels, the DfE have published interim frameworks to support teachers in making robust and accurate judgements for pupils at the end of key stage 1 and the end of key stage 2 in 2016. The interim teacher assessment frameworks are for 2015 to 2016 only. The Department for Education is evaluating options for future years. The interim frameworks set out the standard(s) a child will be assessed against at the end of the

key stage for reading, writing, mathematics and science. To show that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard. To find these online follow:
<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2>

Substitute 1 for the 2 if interested in KS1.



Glossary of Terms

Pedagogy – the craft of teaching

SACRE – standing advisory council for Religious Education

Interim Framework – expectations published by the DfE for the children at the end of KS1 and KS2 in 2016

Parent View – an online survey for parents to complete about the strengths and weaknesses of their child's school.

Learning Profiles – targets set termly by teachers and parents that outline children's next steps.

The ATLP's fourth annual joint training day proved to be a resounding success and staff feedback was incredibly positive. The event brought together hundreds of teaching and support staff from the ATLP's 725 strong workforce, with sessions taking place at Mere Green, Arthur Terry and Coleshill Schools. Chief Executive Officer Sally Taylor, visited each of the schools during the day and was impressed with the consistently high levels of professionalism and enthusiasm. She said that it was "a positive start to the year. It was wonderful to see our team coming together in this way. The collaboration between the schools was a strength across all sites and the amount of skill, talent and expertise really shone through. It is only when you see everyone together that you realise how strong our partnership is and I am exceptionally proud to be part of it all."

At Arthur Terry, Marie George, Headteacher, started the day with an inspirational talk based on her own journey of climbing Mount Kilimanjaro and the importance of teamwork. Mere Green played host to a number of teaching and non-teaching staff from across the primary phases and they began the day with a welcome address from me. I focused the address on our children and our responsibility and moral imperative to care for all the children we share. At Coleshill, Headteacher Ian Smith-Childs talked about the magic of teaching. "We are all very lucky to be changing children's lives every single day and I am really proud of what we've achieved" he told 250 members of teaching and non-teaching staff from the secondary schools in the partnership.

Since then our work has continued in earnest with an away day for Headteachers, Chairs of Governors and members of the Trust board on Saturday 23rd January where the purpose and vision of our Trust was given a sharper focus.



Parent View

Parent View gives you the chance to tell Ofsted, and us of course, what you think about our school, from the quality of teaching to dealing with bullying and poor behaviour. The survey can be completed at any time; you don't have to wait until the school is being inspected and we would be very grateful if you could take some time to complete it before the Easter

break. At present we have only accumulated 2 parent view responses for the academic year 2015-2016 and would like to get a representative sample of responses so we know what it is you think we are doing well and what it is you think we could do better. If you are pleased with our work, please take some time to let us know. The survey can be found at <https://parentview.ofsted.gov.uk/>

Personal Development and Well-Being

As you know our mission statement at Hill West is 'where learning is fun and all children succeed' but in order to achieve this we recognise that children have to be happy and have high levels of well-being and excellent behaviour for learning.

This week Mrs Leeson has conducted an analysis of all behaviour related incidents in school. At this stage of the year we have significantly fewer incidents of inappropriate behaviour recorded when compared to the same period last year. The most significant improvements can be seen in Year 1 and Year 5 where self-regulation, timely interventions and effective behaviour management by teachers is ensuring that more of our children are successful learners. In addition we have developed personal development and well-being targets for individual children that complement their learning profile targets and help children know exactly what it is they need to do (or not do as might be the case) in order to maximise their learning potential.

Quality of Teaching



In the last couple of weeks the senior team have been spending an increasing amount of time in class observing the quality of teaching and learning. This is linked to our annual appraisal system and informs discussions with staff at mid-point appraisal conversations / reviews. The focus of the observations have been:

- pupils are clear about expectations
- teacher sets challenging targets based on deep understanding of pupils' abilities, backgrounds and dispositions
- pupils make expected or better progress, which is evident in pupils' books, class profiles and trackers, planning and quality of teaching
- teaching is well planned and intervention is immediate and effective
- teacher's secure knowledge of the curriculum and how to teach it enables students to develop a deep understanding of subjects
- in written and oral work the teacher promotes high standards of literacy, articulacy and the correct use of standard English
- pace and structure of lessons ensure pupils are fully engaged throughout
- student participation is consistently high, teacher input moves learning forward
- pupils enthused about learning as a result of inspired approach
- additional adults used effectively to support a range of pupils
- teacher uses a range of assessment techniques consistently and effectively to inform learning so pupils make good progress
- timely and effective marking and feedback impacts future lessons
- clear rules and routines, in line with school policy, leads to children demonstrating good behaviour for learning

We have thoroughly enjoyed this time in class and have celebrated much excellent practice.



Congratulations



Congratulations are extended to Mr Lackenby, Miss Bolton, Mrs Pardo and Mrs George on their successful appointments as Assistant Head Teachers.

RE AUDIT

In December we underwent a very successful city-wide RE audit that included an RE lesson observation, an observation of collective worship as well as interviews with key members of staff about school assemblies and the teaching of RE. The audit was led by Dr Felderhof on behalf of SACRE and the Local Authority. The findings of our audit were wholly positive. The lesson was said to be 'Excellent' and focused on the theme of forgiveness. "The Collective Worship was planned around 'light', and its symbolic power, it was connected to the coming of the Christmas season, but was also related to Diwali and Hanukah. Ideas on concepts associated with light were solicited from children. They were readily forthcoming with articulate suggestions, such as, love, purity, unity, warmth, happiness, source of life, and hope. The act was engaging for the children and ended with a short prayer of thanksgiving, and thus contributing a serious spiritual dimension".