



Hill West Primary School



Pedagogical Newsletter – October 2014

Work Sharing / Consultations

Thank you to all those families who came to join us on Thursday 25th September between 3.30pm - 6.00pm to look at your child's work. This evening was really well supported and we hope it gave you a greater insight into what your child has been doing in school. We also hope it enabled you to identify those things that your child is really good at and what your child needs to work on next. We hope to see you all at Parent consultation appointments where you can discuss your child's strengths, progress and areas for development.

Issue 12,
October 2014

In this issue:

Parent Consultations

E-Safety

Parent View

Safeguarding

Too Much Television?

The New National Curriculum

Inspire workshops

Year 6 Master Classes

EYFS



Reminders:

We break up for half term on Friday 24th October. The children will return to school on Tuesday 4th November.



HILL WEST
Primary
FOUR OAKS



E-Safety

The internet has revolutionised and has incredibly changed how we communicate and socialise with people 24 hours a day, 7 days a week. With access at our fingertips, it can be even more challenging to keep children and young people safe online, especially when they have their own computers, laptops, smartphones/mobile phones, tablets and games consoles.

As a parent, carer or a professional, it is important to educate yourself, children and young people that as well as the endless opportunities available through the internet and technology, there are also associated risks to be aware of. **Potential online risks can include:**

- access and exposure to inappropriate /disturbing images and content
- access and exposure to racist or hate material
- sharing personal information with strangers that could identify and locate a child offline
- online bullying (cyber bullying) by peers and people they consider their 'friends'
- sending or receiving sexually explicit films, images or messages of themselves or others

- sexual grooming, luring, abuse and exploitation by/with strangers
- glorifying activities such as drug taking or excessive drinking
- physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- leaving and running away from home as a result of contacts made online.

Keeping your child safe

There are several ways to help keep children and young people safe online:

- educate yourself and children and young people. Know about the dangers online
- tell them what they should do if anything goes wrong online or upsets them i.e. tell someone about it
- explain that anything shared online or by mobile phone could end up being seen by anyone
- ensure computers and laptops are used where you can see and not out of sight in a bedroom
- use parental settings, filtering software and privacy setting to block inappropriate sites



Parent View



Parent View gives you the chance to tell us what you think about our school. It asks for your opinion on 12 aspects of your child's school, from the quality of teaching, to dealing with bullying and poor behaviour. Your views are important in helping Ofsted inspectors make a decision about our school, and to help us know what is going well and what could be improved. Please register with an email address and a password at <https://parentview.ofsted.gov.uk> Once your login has been activated, it only takes a few minutes to complete answers to 12 short questions.



Glossary of Terms

Pedagogy – the craft of teaching

DSL-Designated Senior Lead (for Child Protection)

EYFS-Early Years Foundation Stage

Ofsted – the Office for Standards in Education, Children's Services and Skills

Safeguarding

Safeguarding children and young people means keeping them safe from neglect and abuse. Anyone who comes into contact with children and families has a responsibility to safeguard and promote their welfare. Safeguarding and promoting welfare means:

- protecting children from maltreatment,
- preventing impairment of children's health or development,
- ensuring children and young people are growing in circumstances consistent with the provision of safe and effective care,
- taking action to enable all children to have the best life chances.

Children and Young People may be hurt by an adult or another young person in many ways. Abuse can be any of the following:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Since June 2004 everyone who works with children in the education service has a legal duty to safeguard and promote the welfare of children. This means that we must have safeguarding arrangements in place that we understand and follow:

- **All education staff** must have basic training on child protection at least every 3 years. At Hill West, we train our staff annually.
"Through their day to day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns to [social services]"
"Working Together to Safeguard Children".
- **DSL**: All schools and education settings must have a DSL (Designated Senior Lead) for Child Protection. They must have specific training every 2 years. Within Hill West the DSLs are : Dr Beth Clarke, Mrs Nichola Leeson, Mrs Hannah Cook and Mrs Karen White.
- **Governors** need to understand their responsibilities about safeguarding and have an overview of what occurs in their school.
- **Safer Recruitment**. Since January 2010 at least one member of any interview panel must have completed the accredited Safer Recruitment course. At Hill West the headship team of Dr Clarke, Mrs Leeson and Mrs Cook are all accredited, as is Mrs Balla and several of the Governors.

Too Much Television?

A recent review of TV use among children from birth to the age of 4 finds that it is harmful to children's physical and mental health. Children who watch more TV tend to have a higher risk of being overweight or obese and to have poorer cognitive development for their age - including language development and the ability to pay attention, both of which are key to school-readiness. They also tend to have poorer psychosocial health

and well-being, including issues with hyperactivity and self-control.

But how much is too much? UK Government guidelines say that the use of electronic media should be limited for young children as much as possible. Advice from other countries is more specific, recommending no more than one hour electronic media each day.



EYFS

The **Early Years Foundation Stage (EYFS)** is how the Government and early years professionals describe the time in your child's life between birth and age 5. Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework. It sets out:

- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the **"Early Learning Goals (ELGs)"**

There is also guidance for the professionals supporting your child on planning the learning activities and observing and assessing what and how your child is learning and developing. Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

The New National Curriculum

The National Curriculum defines the programmes of study for key subjects in primary and secondary schools in England. Fundamentally, it sets out what your child is supposed to learn and when. At the beginning of the Autumn term a new National Curriculum was introduced.

Education Minister Nick Gibb reports: "This September sees some changes in schools. To make sure that many more children get a better start in life, we're improving what children study, how they study it and how their progress is assessed. It's a lot of change, but it's necessary. Why? So that this country keeps up with the demand from universities and employers for top-class knowledge and skills."

The idea - somewhat controversially - is for children to "go further...at an earlier age" and it's clear that expectations are considerably higher for any given year group. Whilst some of the content is totally new, existing topics will be introduced a year or two earlier than would currently be the case for most children.

The new curriculum, like the old, encompasses Maths and Literacy and other subjects too - from science and RE to history and foreign languages. What's different is the content. Changes include more programming within ICT/ computing and compulsory cookery lessons.

Inspire workshops

Over the past couple of weeks, teachers and parents in Reception, Year 1 and Year 2 have been working together at a series of informal sessions which are known as INSPIRE workshops. They focus on supporting learning at home, with a particular focus on reading and spelling.

Parents share their experiences of encouraging their children's learning while away from school and pick up helpful tips and tricks from other parents as well as staff. We look forward to hosting Inspire workshops for other year groups very soon.

Year 6 Master Classes

As you will be aware there are statutory assessment tests (SATs) for pupils at the end of KS2. In order for our Year 6 pupils to achieve their full potential we decided to put them into Master Classes according to their ability from the start of the Autumn Term.

Ability grouping means children are taught in groups according to their ability - as opposed to mixed-ability grouping, where children of widely-ranging abilities are taught together. Having three Master Classes within Year 6 results in smaller class sizes and enables teachers to offer a more tailored approach to meet the needs of the cohort.