



Hill West Primary School

Pedagogical Newsletter – February 2015

Ofsted January 2015

“Pupils say that they love the school, especially for the imaginative lessons teachers prepare for them...”
“Pupils achieve well, often progressing faster than is expected for their age”.



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Reminders:

*We break up for half
term on Friday 13th
February and all
children return on
Monday 23rd
February*



Measuring Pupil Progress



Radical changes to the national curriculum have given the government the opportunity to scrap levels. Back in June 2013, the DfE set out its case against levels: “We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupils’ current level, rather than consider more broadly what pupils can actually do”. The DfE went on to say that

prescribing a single detailed approach to assessment did not fit with the curriculum freedoms it was giving schools. It was also suggesting that levels had become limiting factors to pupil progress in the sense that children would tend to define themselves as a 4b for example. Although this presents schools with a significant challenge it is also a real opportunity for the profession to prove it can be trusted to design and implement valid and reliable assessments.



ATLP



The ATLP (Arthur Terry Learning Partnership) had its third annual staff training event on 5th January 2015. This event was hosted across a number of schools and the purpose as ever was to share best practice, to discuss pedagogical approaches and ensure the day had a lasting impact on pupils learning and attainment. Unique to our partnership is the shared responsibility and accountability

for all our pupils and the success of our schools. Central to everything that we do is their happiness, safety and learning. Our training day as always had children at the heart of it. It focused on how Teachers and Teaching Assistants from EYFS to Year 13 could develop and enhance their practice. Much time was spent considering how we can develop, evaluate and refine the assessing and reporting of pupils’ progress.

Glossary of Terms

Pedagogy – the craft of teaching

ATLP – Arthur Terry Learning Partnership

EYFS – Early Years Foundation Stage

Millennium Development

Goals – eight goals agreed to by all the world's countries and all the world's leading development institutions.

Bereavement – the state or fact of being **bereaved** or deprived of something or someone

ADHD – Attention deficit hyperactivity disorder



Essence of Leadership

The essence of leadership: “the courage to assert our own values as worthy in spite of the consequences. We should not be distracted by the controversy of the day nor pursue too relentlessly the badges of success. ‘Outstanding’ is more than a designation; it lies in the work we do, not just the work that is seen. It is not captured and contained by the framework of a single organisation” (Russell Hobby, January / February 2015). This quote in the NAHT Leadership Focus Magazine this month resonated with me for obvious reasons. Although Ofsted judged us as a good school earlier this month, there is much that I believe is outstanding about our work and much that was contained in our recent report that reflected this excellence. Here I list just a few examples:

- ✓ Teaching staff share the leadership's determination to maintain the drive for excellence.
- ✓ The leadership is not complacent about any aspect of the school's work.
- ✓ Pupils achieve well, often progressing faster than is expected for their age.
- ✓ Standards in reading and writing are particularly high.
- ✓ Pupils are very enthusiastic about their lessons and the other activities which the school provides.
- ✓ This is a truly inclusive school and every opportunity is taken to teach pupils how to value and respect each other and develop self-esteem.
- ✓ Children demonstrate courteous behaviour.
- ✓ Staff are very conscientious.
- ✓ There is a thoroughness with which staff mark pupils' work and use pupils' targets in their teaching.

We are, as always, committed to building on these successes and look to the future with excitement and optimism. We will of course work hard to ensure that progress and attainment at the end of Key Stage 2 ensures that EVERY child regardless of ability or circumstance fulfils their potential and makes exceptional progress.

Universal Primary Education

Progress on boosting primary school enrolment around the world has stalled even though universal primary education by 2015 was one of the United Nations' eight Millennium Development Goals. A recent study reveals that, as of 2012, 58 million primary-age children were still not in education, with two-fifths of them unlikely to ever set foot in a classroom. The report by, Unesco and Unicef, finds that there has been no change

in the number of out-of-school children since 2007. At a time when we are applying for reaccreditation of our International School Award this is sad news indeed. Part of the work that we will do towards reaccreditation is raise awareness of the plight of children around the world. A whole school focus on 'send a friend to school' will see pupils lobby local MPs and raise awareness within our local community (through an enormous friendship bracelet).

New Food Standards

The new School Food Standards introduced by the DfE are mandatory from January 2015. They are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. At Hill West we want our food to look great and taste delicious; we want to reduce queuing times and to serve the food in a pleasant environment. The Parent Council have been helping us to review our processes and procedures for quite some time. As a general principle we know it is important to provide a wide range of foods across the week. Variety is key - whether it is different fruits, vegetables, grains, pulses or types of meat and fish. As such we are reviewing our menus. New menus will be issued soon.

Bereavement and Loss



All children will experience bereavement and loss at some stage during their childhood. This could be the death of a much loved pet, the loss of a grandparent or close relative or even the separation of two loving parents. Did you know that approximately one in 25 children and young people have experienced bereavement of a parent or sibling and 6% of 5 to 16 year-olds have experienced the death of a close friend of the family; this equates to 537,450 children in the UK. These children will all need support love and encouragement. Here are some suggestions of help.

- To remind them that they are loved and cared for and safe
- Listen to them in a non-judgemental way
- Answer their questions honestly and clearly
- Provide them with opportunities to acknowledge special times (birthdays, anniversaries)
- Give them consistency, reliability, routines and boundaries
- Include the loss in day to day conversation as naturally as possible
- Share ones one feelings openly while still being around to take care of them
- Repeat explanations of what has happened as necessary.



Outstanding Teaching



A balance between motivating and inspiring while ensuring every child makes at least expected progress and a significant number make better than expected progress.

ADHD

Did you know that apparently entrepreneur Richard Branson, actors Emma Watson and Will Smith, comedians Rory Bremner and Russell Howard, olympians Michael Phelps and Lewis Smith, chef Jamie Oliver, Formula 1 champion Lewis Hamilton – all have one thing in common: they have ADHD. ADHD affects five per cent of the school population – one in 20 children, so it is very likely you will know a child with ADHD. The number of children in the UK diagnosed is approximately 2%, so there are 3% of children with ADHD who are never diagnosed. This has implications for others perceptions of them and their own self-esteem. It is important to remember that as well as poor concentration, poor memory, impulsivity and hyperactivity, children with ADHD are at significant risk of anxiety and depression. For further information www.adhdfoundation.org.uk