



Hill West Primary School



Pedagogical Newsletter – October 2015

*Issue 15,
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Reminders:

*We break up for half
term on Friday 23rd
October. We return
on Monday 2nd Nov.*

Reading Eggs

www.readingeggs.co.uk

Is your child still accessing Reading Eggs at home?

Reading Eggs makes learning to read interesting and engaging for children, with great online reading games, activities and texts. Suitable for children from Reception through to Year 6.



HILL WEST
Primary
FOUR OAKS

New Common Inspection Framework

The common inspection framework was devised by Her Majesty's Chief Inspector (HMCI) for use from September 2015. It is designed to bring together the inspection of different education, skills and early years' settings to provide greater coherence across different providers that cater for similar age ranges. Graded judgements will be made on the effectiveness of leadership and management; the quality of teaching, learning and assessment; personal development, behaviour and welfare and outcomes for children and learners as well as the setting's overall effectiveness.

As of this September Ofsted will undertake 'short inspections' for schools that were judged good at their previous inspection. Short inspections take place approximately every three years. A short inspection will confirm that the previous grade for overall effectiveness is accurate and the setting remains good and that safeguarding is effective. A short inspection does **not** result in individual graded judgements. It does **not** change the overall effectiveness grade of the school or provider. If inspectors believe that a change of grade may be necessary, they will trigger a full inspection, which will make the full set of graded judgements using the four-point grading scale we are all used to.



Reception Baseline



This year we have been using The Early Excellence Baseline (EExBA) as a mechanism to record the starting points of our children in Robins and Wrens. This provider offered us a principled approach to on-entry assessment. It has not included any predetermined tasks or tests and has not disrupted settling in routines. Instead, as part of their everyday practice our practitioners have built their knowledge of each child through their observations, interactions and every day activities. Our staff then use this professional

knowledge to make a series of judgements about each child based on a clear set of assessment criteria of which there are 47 assessment statements. These statements cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths. Examples of this can also be downloaded on-line. This Baseline is accredited by the DfE for use on entry to Reception and establishes a starting point from which progress into KS1 can be measured and for which we can be held accountable.

Fond Farewells and New Beginnings

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Glossary of Terms

Pedagogy – the craft of teaching

Common Inspection Framework – one set of criteria to judge the quality of education within and across settings

Baseline – a minimum starting point used for comparison

DfE – Department of Education

CEO – Chief Executive Officer

Autism – a neuro-developmental disorder characterised by the impaired social interaction, verbal and non-verbal communication, and restricted and repetitive behaviour.

As many of you will already know, at the end of this half term we bid a fond farewell to chief executive, Sir Chris Stone. Sir Chris, as we lovingly call him, has been appointed senior vice president for GEMS Education, a multinational education foundation with schools around the world. One of its aims is to train 250,000 teachers within the next 10 years in developing countries. Chris' lifelong ambition has been to create learning opportunities for disadvantaged children in other countries and we are proud that he is following his dreams.

Tim Sewell Chair of the Trust Board that governs the ATLP said: "*Chris has been instrumental in the success of the partnership over the past 15 years and in transforming all the lives of those around him. His solid foundations will enable us to keep growing, to keep on moving forward and to keep on giving children the quality education they deserve. We know that he will continue to play a vital role in education and will make a real impact on communities globally. We thank him for all his work and wish him well on his new journey.*"

Sir Chris, who was knighted for his services to education in 2013, has been working alongside the team of teachers, support staff and governors here at Hill West since our conversion to Academy Status and in that time has been instrumental in helping us to think outside of the box and challenge ourselves to be the best we can be. He truly has led with integrity, honesty and a commitment to empowering others.

Sir Chris said: "*Working with our schools and communities has been such an important and joyous part of my life and I am proud of everything we have achieved together. This success is testament to the quality of teaching, support staff and excellent leadership across the ATLP. "I want to thank everybody for the privileges you have afforded me. It has been a pleasure and an honour to serve you and the delightful children and staff in all our schools.*"

Meanwhile, we feel very privileged to announce that Sally Taylor, who was Director of Education at Birmingham City Council, will now be our interim chief executive. Ms Taylor is looking forward to taking on her new role, saying "*It's wonderful to be part of the partnership. I'm really looking forward to working with all seven schools in such a vibrant and diverse environment. These are exciting times, following some outstanding achievements.*"

British Values and the School Curriculum

Schools are required to teach British values as part of their responsibility for promoting the spiritual, moral, social and cultural development of their pupils. In doing this, they can also show they are actively promoting fundamental British values according to DfE guidelines published last year. This means that pupils are expected to understand that

people can have different views about right and wrong, but that everyone living in England is subject to its laws.

In essence this means that children will learn about democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs as 'fundamental British values'.

Reaccreditation of the International School Award 2015-2016

We are delighted to tell you that our international learning activities has led to successful re-accredited in the international school award. This accreditation will run from 1st September 2015- 31st August 2018.

The assessor who evaluated the quality of our work said we had embedded the international dimension firmly into our curriculum in imaginative and creative ways. They were particularly pleased with the positive effects of our global learning on all stakeholders involved in the process, including students, staff, partner schools and the wider community. She commented that "our relationships with your African and European partner schools are impressive and have delivered a great deal of success in terms of suggesting interesting and relevant global themes for study as well as providing the perfect environment for placing these themes within a specific contextual framework for the benefit of both students and staff."

Assessment for Learning

Following the introduction of the new Primary Curriculum in September 2014, we had some clear priorities. The first was to build a system where strong formative assessment led to excellent pupil outcomes. We were keen to involve as many stakeholders as possible in the development of our assessment for learning policy including teachers, pupils, partners from the ATLP and members of our parent council.

We knew that we still wanted rigorous and informative data summaries so that we could track the progress of individuals and groups across school, but at the same time wanted to reduce the burden of data reporting for teachers. For this reason we have introduced a point score system from 0-44+ that maps out the progression of attainment against our curriculum. Our journey began by developing our localised curriculum alongside the national curriculum, which enabled high quality formative assessment to be at the heart of our teaching. Our school's curriculum is ambitious and demands depth of knowledge and understanding.

We are continuing to align our Continued Professional Development with the subject knowledge needed to successfully deliver our curriculum and assessment policy. This will ensure both teachers and teaching assistants have a rigorous and shared understanding of the importance of our school's new assessment processes and children are able to clearly articulate the next steps on their learning journey.



Congratulations



Congratulations are extended to Mrs Leeson and Mrs Cook who have both secured internal promotion and been successfully appointed as our new Deputy Head Teachers.

Top 10 Tips for an Autism Friendly Environment (applicable to all children)

Build a relationship bridge to help them build relationships with their peers.

Adjust for sensory differences by making adjustments where possible for any discomfort e.g. sound sensitivity.

Order the day to provide a structure and reduce stress due to unexpected changes in routine.

Differentiate the task so it matches the child's level of development.

Build in extra time to allow plenty of processing time for questions.

Mind the language you use to avoid literal interpretations.

Work on flexibility by encouraging the child to choose from a limited number of choices.

Break it up with regular learning breaks.

Make it concrete so the child can relate new learning to their previous experience.

Incorporate social skills in a structured and supported way and offer support for those unstructured interactions.

Be proactive rather than reactive. What could happen in this situation?