



St Wilfrid's NEWSLETTER

Message from Mr Truby

I hope that you have had a great week. In school, we have been very busy learning and continuing to embed the new approach to teaching in mathematics and English. The class teachers are working incredibly hard to ensure that children are given appropriate pre-teaching or same day intervention, should they require this and the timetable continues to evolve.

Our aim is to use every minute of every day to ensure that we are giving the children exactly what they need in order to succeed. It is great to see the children responding so positively to the core values and our house points boxes are starting to fill up.



Safeguarding and Security

It is great to see that the increased security measures are working effectively and that all parents and visitors are reporting to the school office. A small number of parents have been attempting to come in via other entrances, which is a breach of the school's safeguarding procedure.

The school is required to record any breach of safeguarding procedures and take appropriate measures to address this.

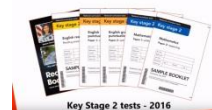
The school is investing in a range of mechanisms to secure all doors around school however we also need to ensure that all parents follow the school's procedure. We would appreciate your continued support with this.

If a child is late for school, please bring them to the school office and a member of staff will accompany them to their classroom where necessary.

SATs Information Evenings

KS1 SATs Information Evening will be on Tuesday 1st November at 7.00pm.

KS2 SATs Information Evening will be on Wednesday 2nd November at 7.00pm.



We hope to see as many parents/carers there as possible as these will be extremely informative and should help you to help your children.



FAIRTRADE

Harvest Mass

Parents/carers are invited to St Wilfrid's Harvest Mass in the school hall on Monday 10th October at 2.15pm.

Please bring your food donations to school on Monday morning.

During morning break and after the Mass, Fairtrade chocolate will be sold so please send your children with a small amount of spending money if you wish them purchase something. Proceeds to go to CAFOD.

CAFOD Awareness Day

Friday 14th October is CAFOD Awareness Day. This will be marked by a non-uniform day. The children are invited to wear their own brightly coloured clothes in return for a monetary donation to CAFOD.

All donations to be given to their class teacher.

Thank you for your support.



Prayer of the Week

Dear Jesus

We pray for the refugees and everyone with cancer.

We also pray for those who have lost someone special

And for those that need our love.

Lord in your mercy.

Amen

Olivia and Orlaith Y5

School Footwear

As the winter weather is upon us many parents will be thinking about winter shoes for their children.

It has been decided that plain black boots may be worn [eg. Clarks school boots] as long as they are suitable for school. No logos please.



Golden Broom Award

This week the Golden Broom Award was given to Y1 Class.

Well done keeping your cloakroom area nice and tidy.

Who will it be next week?



ST. WILFRIDS PTA PRESENTS

HALLOWEEN DISCO

21ST OCTOBER, 5.30-7.30

FANCY DRESS

TICKETS £3.50

CREEPY TUNES WITH DJ CONWAY

KIDS INCLUDES CRISPS & A DRINK

ADULTS INCLUDE GLASS OF WINE OR BEER

GHOULISH GAMES

GRUESOME FACEPAINTING

PUMPKIN CARVING COMPETITION £1 A GO

TUCK SHOP

IT'S GOING TO BE FRIGHTFULLY GOOD FUN!

PLEASE RETURN YOUR TICKET REQUEST AND MONEY TO THE RED PTA BOX BY FRIDAY 14TH OCTOBER.

NAME:

CLASS: NO OF TICKETS: ADULTS KIDS

Year of Mercy Mass

On Thursday this week, our year 3, 4 and 5 pupils joined together with their contemporaries from St. Marie's and St Thomas of Canterbury to celebrate Mass at St. William of York church. The Mass was organised by Mr Conway, Mrs Twomey and Mrs Murphy as one of the events for the Year of Mercy.

It was wonderful to see about 300 children filling the church and joining in the Mass with such enthusiasm. Our year 5 children led the reading and gospel with confidence and reverence. The music was led by Mrs Twomey and the children enjoyed singing some new hymns alongside a few old favourites.

During the Mass, Father Cooke reminded the children about forgiveness and how important it is in our lives. He was delighted to see our three schools celebrating together and suggested that this should become an annual event. What a good idea!

PARENT INFORMATION EVENTS

It was excellent to see so many parents at the information events during week 3. On each evening, there were over 90 people in attendance so we would like to thank parents for taking the time to come to school to find out about our approach to the curriculum, assessment, behaviour and how we celebrate and recognise achievements. This is the start of a very exciting journey for St Wilfrid's.

A number of questions were asked during the Information Events. We aimed to answer these below as fully as possible:-

How will catch up sessions work?

If a child has not fully understood a concept during a lesson, they will work with the class teacher later in the day to help them to secure their understanding. It is important that this happens prior to the next day's lesson. This may only take a few minutes.

What will children be missing when at catch up sessions?

The Same Day Interventions are very short sessions, typically 5-10 minutes, which may take place at the start / end of lunchtime or at some stage during the afternoon. The class teachers try to manage this so that children do not miss out on other lessons, although they may miss a few minutes of another activity at a carefully chosen time. The benefit in the longer term is that the children become confident, capable mathematicians.

How does the Mastery work with mixed year group classes?

The mastery philosophy is based around all children working within the curriculum for their year group. This clearly presents challenges for schools with mixed classes. The teachers are planning very carefully to ensure that the children in both year groups get access to exactly what they need. A number of different approaches are being trialled. In mathematics, typically, the children are taught within their class by the class teacher and the curriculum has been carefully mapped to ensure that both year groups' curriculum are covered. For example, the lower year group may be doing addition and subtraction within two digit numbers and the upper year group may be doing this within three digit numbers therefore the whole class may start off together and then the upper year group move further into three digit numbers while the lower year group deepen their understanding within two digits. The important factor is that children are not moving on to curriculum content that they are not ready for. For English, this is far less complex because there is less emphasis on mastering specific concepts before moving on to the next one. The whole class is immersed in the same whole class text therefore the mixed classes are much less of a challenge.

What are the KPIs that you use?

The school uses the Key Constructs within Mathematics Mastery, which is an award winning programme. To find out more about the programme, please visit: www.mathematicsmastery.co.uk. The programme of study that we are following can be found on the school website.

Has the role of a teaching assistant changed now that the teaching is more inclusive in mixed ability?

The role of the teaching assistant is evolving based on the latest research by the EEF. In mathematics lessons, the teaching assistant would typically be modelling the talk task with the teacher. It is essential that the teaching assistant has strong subject knowledge therefore specialist training for all staff is in place. Further information about how we use teaching assistants across school can be found in this report, which all staff are familiar with: <https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants/> Class teachers and the school leadership team make decisions about the deployment of teaching assistants based upon the seven recommendations in this report.

Same day marking? When would the teacher have time to do this?

The marking approach has been simplified significantly to reduce the amount of time teachers spend on marking and to ensure that the marking and feedback has an impact. It is important that the children spend time following up on the marking therefore the 'practice' and 'deepen' stickers go into the books after or during each lesson and the children then have time before the next lesson to respond to this.

When does pre-teaching happen and who delivers it?

Class teachers deliver pre-teaching to those children who may struggle to access the content of the lesson. This would typically happen during the first ten minutes of the day while other children are completing the morning learning. In some cases, a group of children may be taken out of an assembly, should more focussed pre-teaching be required. The school is exploring the use of iPads to make the pre-teaching even more efficient and one of the approaches is to record a few minutes of the lesson flipchart with the teacher's voice over and then children can access this in the morning via an iPad.

Can a copy of the presentation slides be made available to parents?

This has been placed on the school website as a downloadable PDF.

How were the school values identified?

The core values were developed as part of a project into growth mindset through the work in the teaching school and the leadership team decided to adopt them for St Wilfrid's everyone felt that they could connect to them. The children have explored the core values in classes and have come up with a clearly defined class purpose and an agreement on the classroom culture needed to achieve the purpose. This has already had a really positive impact throughout school and many children have spoken passionately about the core values.

If they are being taught the same activity at same level in maths, how do children without appropriate prior knowledge access it?

The pre-teaching is in place to provide children with what they need in order to access the content of the lesson. In the longer term, the aim is for all children to keep up with the pace of the learning. Further up the school, there are children who have larger gaps therefore some formal interventions may be required to close the gap. With high quality teaching, the children will make exceptional progress and master the curriculum for their year group. A minority of pupils with a significant developmental delay may not be working on their year group's curriculum and would need a bespoke curriculum based around their specific needs.

Can we have some information early on in the school year regarding KS1 SATs and how can parents help?

The dates for the information sessions for SATs are in this week's newsletter.

There is also some information for parents online: <https://www.gov.uk/government/publications/2016-national-curriculum-tests-for-key-stages-1-and-2-information-for-parents>

Are the new assessments for all year groups and how will they be carried out?

Assessment takes place in all year groups in a variety of ways. There is ongoing teacher assessment to inform planning and more formal termly assessments from Year 1 to Year 6. A range of assessment questions and standardised assessments are used to provide an accurate picture of how children are performing. Mrs Evans has met with a focus group of parents to look at reporting and is creating a new, simpler termly report rather than an annual report. This will ensure that parents are well-informed about how well the children are doing at school.

Are there set criteria for house points? If not, how is consistency between teachers ensured?

The house points are continuing and are now linked to the stickers that children are given linked to the four core values. The teachers use their professional judgement to award the points when a child demonstrates one of the core values particularly well, which makes the praise very specific. All members of staff are clear that the stickers are used more sparingly than the previous house points and this is tracked by the class teachers to ensure that we target all children in the class for specific values.

With the new expectations in grammar, how is it ensured that the joy and creativity in writing is not lost?

The Mastery English approach is based on immersion in high quality, whole class texts which develop a love of reading in the children. A major focus within this programme is for the children to develop as a writer, which involves a lot of creativity. The programme is designed to be very engaging and exciting for the children.

The pilot scheme and changes to the curriculum are separate things. The introduction of an R&D project should be communicated prior to its introduction rather than part way through its implementation.

The Mastery English curriculum that the school is delivering is based on the new curriculum. The lessons are based around immersion in high quality, whole class texts. The grammar and punctuation and reading comprehension are built in. The lessons are being planned carefully by the class teachers. The research and development aspect of this is separate as it is a development group of teachers from around 15 schools who are working together to develop a mastery approach to English. Two teachers from St Wilfrid's are part of the development group. It is important to emphasise that this school is delivering the national curriculum for English throughout the school using approaches that have already been tried and tested.

How do children who are very bright get stimulated to achieve more in class?

The mastery approach is based on being really ambitious for all children so there is a high degree of challenge. The school no longer classifies pupils by 'ability' so there is a major cultural shift to a belief that all children can and will achieve. There are children who may master the concepts more quickly than others, who are now known as 'quicker graspers'. These children will frequently work within the same concept but at a greater depth. The children who frequently work at greater depth within the lessons will achieve the higher scaled scores in the SATs because they have, for example, stronger and more confident reasoning skills. All children should be stimulated to achieve as much as possible within lessons through a high degree of challenge, highly developed questioning and learning activities which provide a depth of understanding. Ofsted inspection still focusses on the 'more able' and, at St Wilfrid's, the curriculum provides opportunities for children to deepen their understanding, knowledge and skills across a wide range of subjects, for example in science and computing, where they work at a very high standard.

How does the school value creativity?

Creativity is an important part of the school curriculum. As the curriculum develops, there will be a greater emphasis on 'creative thinking', problem solving and developing curiosity.

What about play as a way of learning?

Play is an important part of learning throughout the school, particularly in EYFS. The school is currently developing the indoor and outdoor provision so that there are further opportunities for physical development, managing risk and adventurous play.

How are the children in Y4 expected to gain Mastery when they are already playing catch up with new curriculum?

The new curriculum has been in place since September 2014 therefore the children in Year 4 should have already mastered the Year 3 curriculum and now be operating confidently within the Year 4 curriculum. With high quality, focussed and precise teaching, the children will make strong progress across the year to reach the ambitious standards within the new curriculum. Any child who is not currently operating within their year group's curriculum will benefit from targeted pre-teaching to enable them to access the lesson.

Does the Mastery approach carry through to secondary school?

The national focus is shifting from the introduction on mastery in primary schools to one of development in Primary schools, which may take 5-10 years.

The secondary development is two years behind the primary. After initial visits to Shanghai and some schools starting to develop their practices, there is a national programme developing to introduce secondary schools to teaching for mastery and lead schools are starting to emerge and a national training programme will begin this year.

In this area, we are very well served by the South Yorkshire Maths Hub, based at Notre Dame, which is leading the way in terms of mastery.

Are the Y2 children in Y2/3 being treated as KS1?

The children in Year 2 are working within the Year 2 curriculum and will be taught throughout the year to prepare them for the end of Key Stage 1 assessments.

How does the new curriculum affect Year 6?

The children who are currently in Year 6 are working within the new curriculum, which was introduced in September 2014. The end of Key Stage 2 tests (SATs) will assess the pupils on the whole of the Key Stage 2 curriculum therefore the teachers will ensure, through assessment, that any specific gaps are plugged before May 2017.

What information will go on Twitter, eg names, etc?

Children's names will not be used on Twitter. The audience for Twitter is the parents and this is managed and monitored by the school carefully. The school may also follow key figures in education to tweet about good practice and innovation in teaching methods as part of an online community. Children's high quality work, photographs of learning activities and children who have achieved an award may be on Twitter.

What is the best way to know the curriculum?

The school's curriculum is outlined on the website. www.stwilfridssheffield.co.uk There is a drop down menu under 'Curriculum'.

It is difficult to know exactly what the child has done/learnt on a daily basis in order to help promptly.

The homework is carefully linked to what the children are learning about in class. The class information letters outline the homework for the half term, information about the curriculum and suggestions about reading at home. The class blogs are also an excellent way to follow what the children are learning about in class.

PE for all children?

All children in school take part in PE lessons for at least two hours per week across Key Stage 1 and Key Stage 2. In EYFS, this is part of the continuous provision.

Do the children get the opportunity to learn an instrument in class?

Music is taught across school as a subject and is given a high priority. All children have access to percussion instruments in class and currently the Year 4 class is accessing the wider Opportunities in Music program to learn the clarinet. All children are encouraged to take up an instrument through the Music Hub peripatetic service.

7th October 2016