



Shrewton Curriculum Newsletter

General Notices

Dear Shrewton Families,

I hope you are all keeping well. January has felt very long but the term has felt like it's gone by in a blur! Just one more week to go before a break and hopefully increased signs of Spring. The purpose of this newsletter is to give you an insight into some aspects of our curriculum, teaching and learning. But first here are a couple of more general notices:

Office

I would just like to say thank you for being so patient while we have had the office unmanned. My thanks to Mrs Smart and the team for stepping in and covering all the bases.

Attendance

Similarly, a big thank you for your efforts with regards to attendance. We are currently at 95.6% for the year to date which is above National. It is also really helpful that you are reporting specific symptoms - it really helps us keep track of the illnesses that are doing the rounds.

Parking

Thank you for the contributions to the parking survey - parking is always a hot topic. We will be putting a date in for before the Easter holidays to have our first Traffic Action Group meeting and submit our plan to the Local Authority for some additional support and measures. In the meantime, please can I ask that you are mindful when parking on Tanner's Lane that parking does not obstruct our emergency gate or mean that pupils have to cross between cars. Also, that parking does not obstruct the entrance to our Forest School area. We have arranged for some additional markings to be made to support this. Congestion is at it's peak just before 9am when Pre-school children also

arrive, therefore arriving closer to 8:45am so pupils can be dropped off and in before then will also help. Thank you for your support with this,

Staffing Update

I would like to warmly welcome two new Teaching Assistants to our team. Miss Greedy has just joined us with experience in working across main stream and specialist school settings and Miss Angell who will be joining us after half term with a specialism in pastoral support. They are great additions to our team and we look forward to you getting to know them.

Key Dates for the term:

- Tuesday 6th February - Family SEND Network Event 3:15pm onwards
- Wednesday 21st February - Orchard Tree Prep - Simmonds and Dahl Families to help prepare during Forest School sessions - bring your own spade!
- Wednesday 21st February - Family Classroom Experience - come and experience what we learn and how we learn it
- Wednesday 20th March - Parents' Evening and an opportunity to contribute to our 2024-2025 Strategic Plan
- Monday 25th March - Family Forest School Experience - come and experience what a Forest School session I like
- Wednesday 27th March - 9:30am Palm Service at St. Mary's Church

Uniform Order

Uniform has finally arrived. Thank you for your patience and apologies that it has taken so long. Let us know if it wasn't what you were expecting and we will sort it for you.

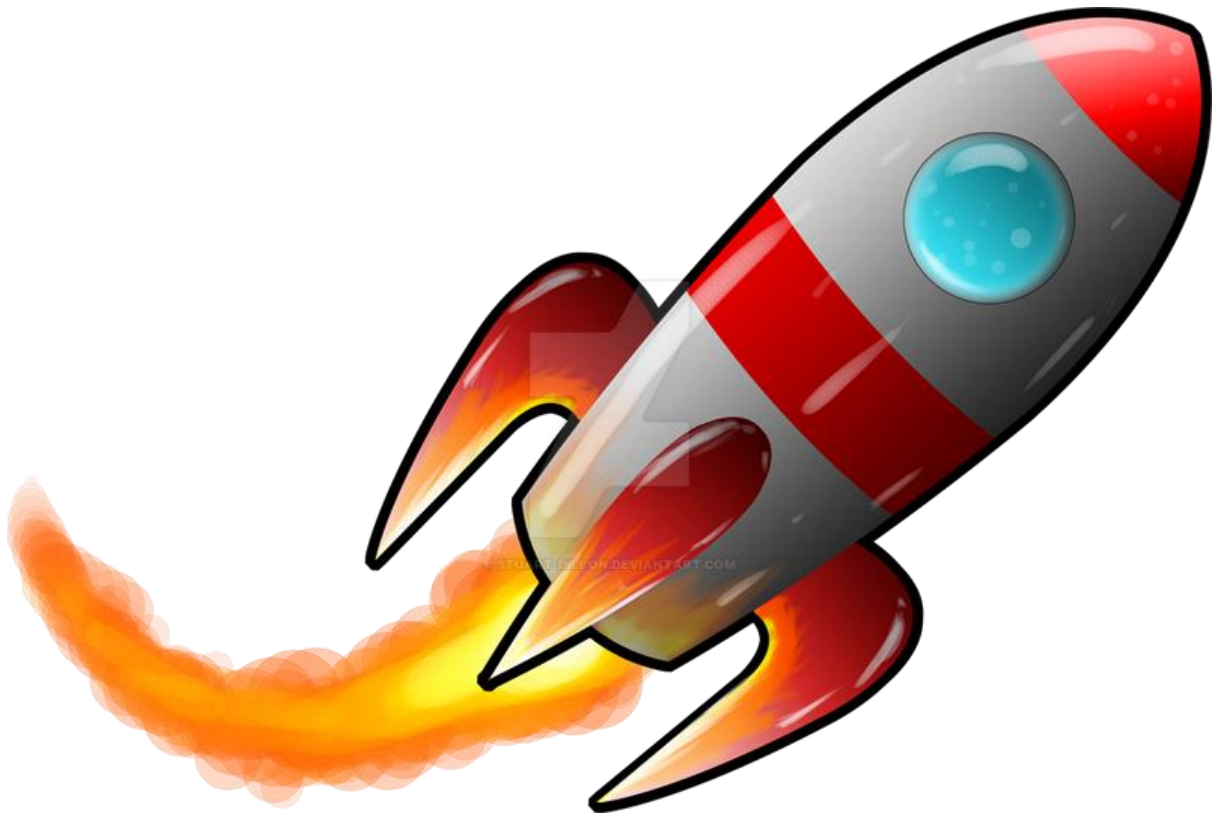
Open Door

Finally, we are so blessed to have such a wonderful school community and I am really proud of the relationships we have with our families. Please remember that our door is always open if you want to talk anything through or want to share a concern or clarify a query. It's slightly more challenging to catch all emails while the office is unmanned but pop us a message on Dojo, make an appointment or grab one of us on the playground in the morning and we will always make the time to talk. I always say it takes a village and we are blessed to be a part of this one.

Wishing you an enjoyable weekend when it arrives,

Mrs Mullord

Club Adventure



Club Adventure is the time we carve out of our timetable to focus on Personal Development and developing life skills. This can range from activities linked to healthy eating, to map skills, to problem solving, cooking and much more. Important skills beyond the academic curriculum.

We have created a Club Adventure Passport to capture their new skills and share with you at the end of the year.

What does a lesson look like?



At Shrewton all of our lessons follow a Mastery approach. This means we work through the following steps within each lesson:

- Activating Prior Knowledge

- Teaching Input
- Guided Practice
- Independent Practice
- Structured Reflection

These steps fit into the model of 'I do', 'We do' and 'You do' which starts with the teacher modelling, into examples altogether and then into independent application.

As you will see in the picture, the children grow with independence through the lesson. Children have scaffolds where necessary, these could be in the form of manipulatives, sentence starters, talking tins etc and in addition to targeted or requested adult support.

Activating prior knowledge is done through recapping previous lessons, referring to knowledge organisers and various quizzes (true/false, multiple choice, quick 5).

During our teaching input we have a 'no hands up policy'. This is not a new strategy for us as a school, but something we have recently made more transparent to the children following training from education professionals at Step Lab.

Why is 'no hands up' such an effective practice for learning?

This means that during an input, **all children are active learners**. It can become easy for pupils to rely on certain pupils to always answer a question and therefore not think about it or learn it for themselves. It is also valuable for teacher assessment during the lesson to address any misconceptions pupils have made and gauge who may need support during independent learning time. Within our classrooms, not having the correct answer or an answer at all is ok, it's a learning opportunity that they can be supported through by their teaching team or peer.

What does this look like in practice?

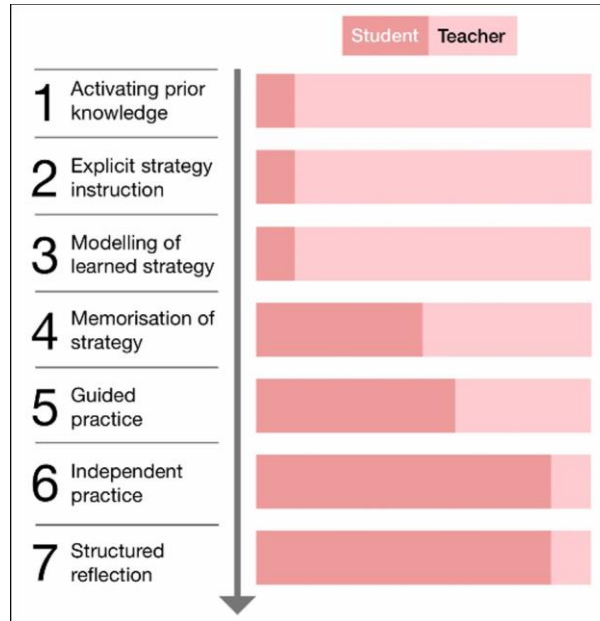
This can take many forms but we have 6 main approaches that the children are familiar with:

- Cold calling - giving children thinking time and then randomly asking children for their contributions - this could be with lollipop sticks, name cards, or just by name.
- Whiteboards - children using a whiteboard to record their responses and holding up all together.
- Whole class chanting, singing, choral responses.
- True or false cards - red and green cards to show if they agree or disagree.
- Talk, Pair, Share - time to talk in a pair or group and then taking in turns to share ideas with adults and whole class.

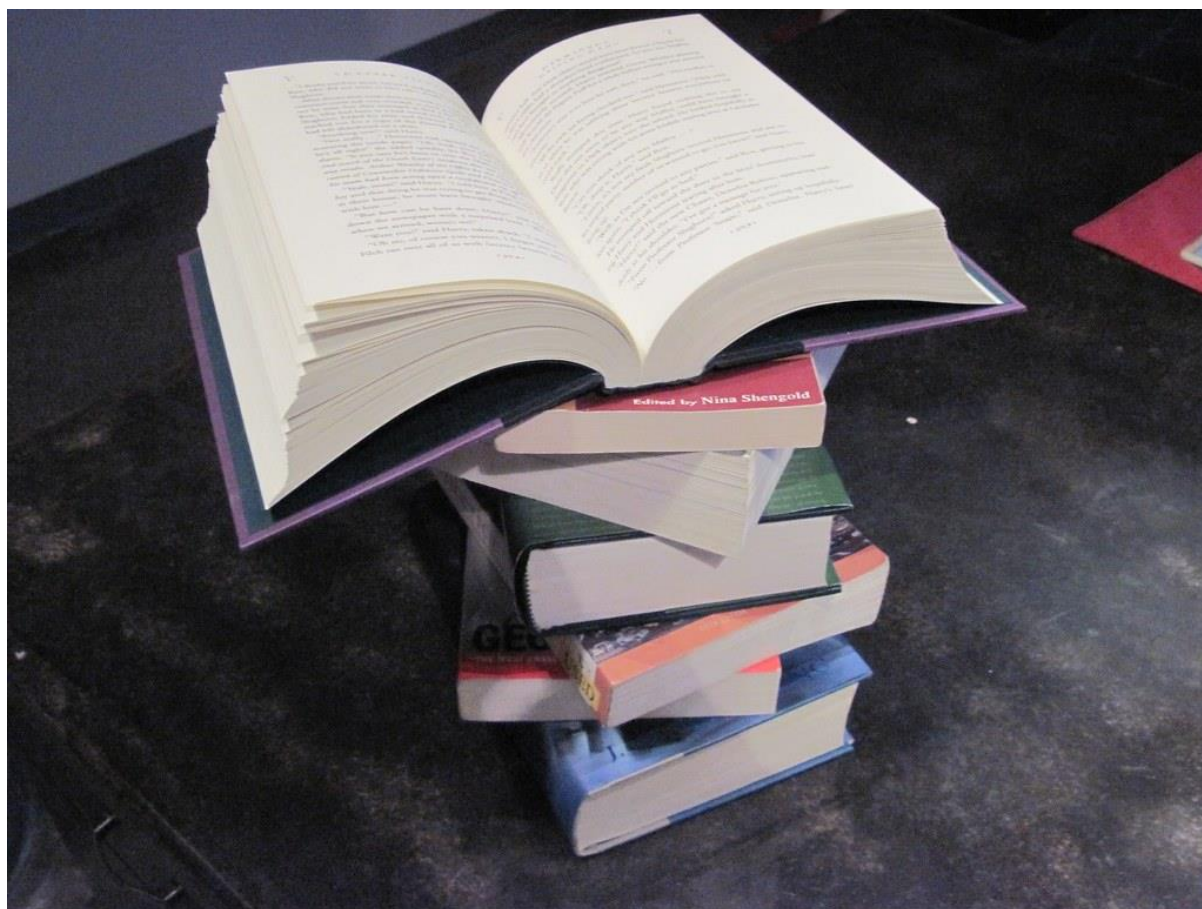
- All Write - having a whiteboard or piece of paper to record ideas at the same time as a group.

Just to clarify - pupils are encouraged to put their hands up to volunteer information, ask for help, ask for a drink or to use the toilet etc.

Children then have time to work through examples together before applying this independently to complete their learning activity and reflect on their learning to end the sessions.



Reading for pleasure



We all know the most important tool we can give our children is the ability to read and to read for pleasure.

'The impact of reading for pleasure is four times more powerful on progress in vocabulary, maths and spelling at age 16 than any other factor' Books Trust 2023

To further develop this for our pupils, we have carved out time dedicated to reading in different forms. On Monday, Tuesday and Wednesday pupils will have the opportunity to listen to a story by an adult, read with a peer and some time for independent reading. The children also enjoy being read to by a staff member in their class every day.

We are also hoping to install an external library so watch this space!

Reading Books

Our reading books are designed to support their decoding, segmenting and blending. They reflect the sounds your child is learning in their current unit of Sounds Write.

We want children to be fluent at reading their book before they move on. This means they may initially start segmenting and blending words but then over the days be able to read them without doing this. Therefore, they may have a reading book for a longer period of time and cycle round books within the same unit before the next teaching unit begins.

There are many benefits to pupils re-reading the same text and rehearsing these sounds. It will eventually reduce their cognitive load as their brain will do it automatically.

Development of our Outside Space

We will be continuing to invest in our outdoor space over the coming terms. We have already established our Forest School learning space and now we are looking into other spaces.

We are hoping to have the netball court in the Forest School resurfaced and install hoops and goals.

We also are going to do some work around creating zones in the playground to further support play so that pupils can have different spaces to engage in. The FOSS will be helping us with a calm, reflection space, in addition to some new trim trail equipment for our younger pupils and an orchard area too. Plus reviving the gravel path and story tree area.

We have some trees being installed the first week as part of our Kitchen Garden project and there is a date above for you to come and help us prepare for that - all you need is a spade and some wellies. Class Teachers will share exact timings on Dojo next week.

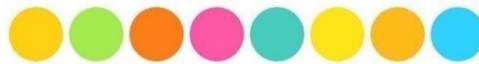
Emotions



A few prompts and reminders that help support our pupils.

There are no 'good' or 'bad' emotions. The important thing is that we listen to our feelings, and reach out for help if we're struggling to cope.

💡 newhappyco.



we're taught that there are good emotions



and that there are bad emotions



but every emotion has an important purpose

@newhappyco


8 Things to Say to an Anxious Child


@mamapsychologists x @teenhealthdoc

 <p>You are safe with me</p>	 <p>It's ok to feel nervous</p>	 <p>Let's go for a walk</p>	 <p>Let's draw the worry, how big is it?</p>
 <p>What do you want to say to your worry?</p>	 <p>Let's sit together until the thought passes</p>	 <p>I am here for you</p>	 <p>Let's take a few deep breaths together</p>

5 - 4 - 3 - 2 - 1
GROUNDING TECHNIQUE

A calming technique that connects you with the present by exploring the five senses.

 **5** things you can see

 **4** things you can touch

 **3** things you can hear

 **2** things you can smell

 **1** thing you can taste

Art Curriculum



This term our focus is painting!

It's wonderful to see their skills progress through their school.

Did you know within each art unit we start by looking at the work of a famous or local artist. This term we have explored the work of:

Early Years - Jackson Pollock

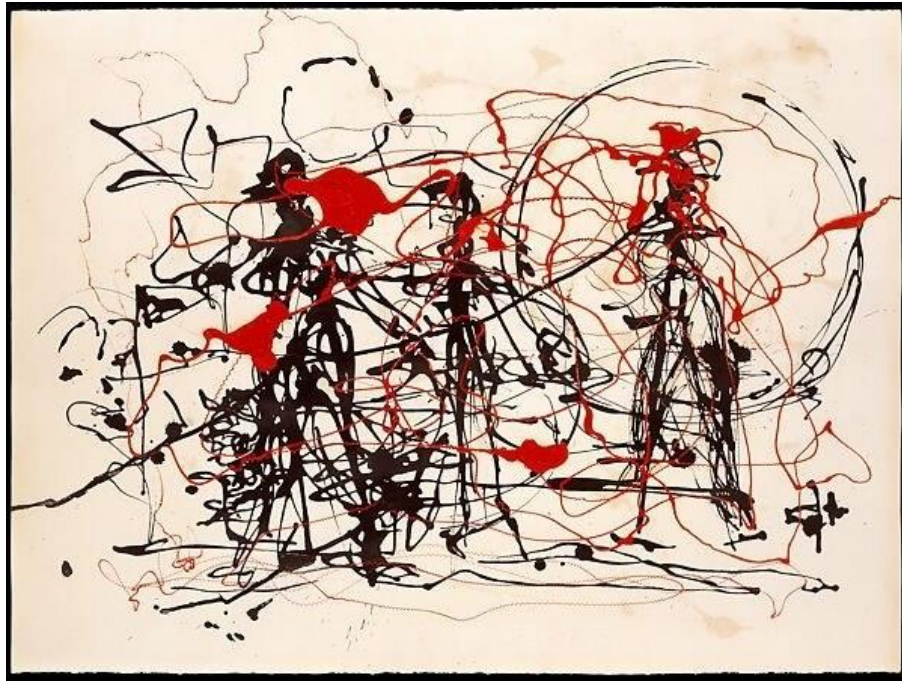
Year 1 /2 - Kandinsky

Year 3/4 - Georges Seurat - Pointlism

Year 5/6 - Van Gogh

Examples here:





Lunches



Our current contract is coming to an end and we are exploring another option. We are hoping to have some samples available and capture your thoughts at Parents' Evening.

It would mean families would have to pre-order a whole week of meals in advance so just something to think about for now and I will share details next term.

Have a wonderful weekend.

