

Wray Common Primary School Newsletter



Inspiring Lifelong Learning

READ ALL ABOUT IT!

An unusual object appeared in the small hall on Monday this week and it was down to Year 5 to discover what it was. On first glimpse it looked like a giant, inflatable baseball cap, but it was actually a mobile planetarium courtesy of Star Dome Astronomy & Astronautics. The children were invited to take a space adventure in the pitch black dome and were lucky enough to explore the Milky Way and see the galaxy up close. They learnt about the planets and dwarf planets within our solar system and were taken on a tour through the stars, learning all about the different constellations and how they got their names. This was a brilliant experience for the children and an excellent way to enhance their learning in their 'Mission to Mars' topic.



Come in and explore how to best support your child with their...

MATHS PASSPORTS

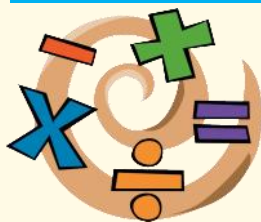
You are invited into school to work with your child on their current Maths Passport. This event will include a look at our online website services and how Maths Passports are used within the classroom.



WHEN?

Tuesday 30th January
Years 4, 5 and 6
Thursday 1st February
Years 2 and 3

Friday 2nd February - Reception and Year 1



CIRCUS FUN

You can have great fun in P.E. when your topic is 'Roll Up, Roll Up! Year 2 got to grips with some circus skills this week as they swung like trapeze artists, spun plates and practised their hand-eye co-ordination with a diabolo. There was some great ribbon twirling too!



SCHOOL DEVELOPMENT PLAN Apologies-this should have been shared with you back in the Autumn Term .

Key FOCUS AREAs and Success Criteria	Key Actions/Responsibilities include...			
	School staff	Children	Parents	Community
<p>READING</p> <p>Attainment of Disadvantaged rises in every year group</p> <p>Attainment of children @ exceeding rises in every year group</p> <p>Increase in % of Disadvantaged who say they enjoy Reading and read at home</p> <p>Writing sequence routinely incorporates development of reading skills</p> <p>Challenge and expectations consistently high in reading sessions</p> <p>Children have successfully learned range of techniques that enable them to comprehend the meaning of text</p> <p>Vast majority of children accessing Lexia make rapid gains</p>	<p>Analyse tests across the whole school; what does it tell us?; disseminate and adjust actions/practice as appropriate</p> <p>Review and update "How We Teach Reading"</p> <p>Targeted year group support</p> <p>Deliver series of INSET re guided reading, including whole class and reciprocal, with focus on vocabulary; follow-up phase meets; direct planning and within-class teacher support; monitoring with personalised feedback; utilise video recording</p> <p>Targeted planning support re incorporating reading into writing sequence</p> <p>Targeted "engagement in reading" interventions for disengaged/underachieving Disadvantaged</p>	<p>Read at home – maintain routine; record in Home Learning Journal</p> <p>Engage in Whole Class Reading sessions</p> <p>Explore and apply higher level of vocabulary</p> <p>Engage in Lexia regularly (targeted children)</p> <p>Engage with Reading Dogs and read more at home (targeted children)</p> <p>Be inspired by author visit</p>	<p>Share a relentless love of reading; engage in discussion about what children are reading; read, read, read</p> <p>Sign Home Learning Journals weekly</p> <p>Take part in "Read with your Child"</p> <p>Attend workshops re how to best support with Reading at home; supported by Newsletter and website;</p> <p>Reception parents to attend Phonics workshops</p> <p>Be aware of end of year expectations and share with class teacher concerns relating to "gaps" (Please note: expectations document attached)</p>	<p>Establish links with other schools re highly effective teaching of reading</p>
<p>WRITING</p> <p>Attainment of Disadvantaged rises in every year group</p> <p>Increase in % of Disadvantaged meeting EOY spellings expectations</p> <p>Increase in % of children across KS2 meeting EOY SPAG expectations</p> <p>Inspiring texts utilised which excellently support key learning points</p> <p>Over 90% of children say they enjoy Writing and are observed to be enthused, motivated, engage willingly in their learning and sustain concentration</p> <p>Vast majority of children meet EOY handwriting expects</p>	<p>Through observation and discussion with children, ensure clear understanding of how spelling is learned and enjoyed; share best practice, including peer-to-peer observation. Track progress and respond as appropriate</p> <p>Focus precision teaching on spelling</p> <p>English Team support year group teachers reviewing texts linked to Writing sequence</p> <p>English Team support targeted year groups with Writing Sequence planning – with a focus on drip-drip SPAG, Reading links for depth, engaging purposes for writing & high pitch/expectations</p> <p>Review & share "How We Teach Handwriting"; monitor & support</p> <p>Review role TAs during lessons; deliver guidance; share excellent practice</p>	<p>Maintain spelling practice routine at home</p> <p>Take part in Spelling Bee competitions</p> <p>Engage in Lexia regularly (targeted children)</p> <p>Share writing from home with teacher</p>	<p>Directly support spelling practice routine</p> <p>Be aware of end of year expectations and share with class teacher concerns relating to "gaps"</p> <p>Encourage writing for pleasure at home</p>	<p>Visit other schools re development of SPAG (spelling, punctuation and grammar)</p>
<p>MATHS</p> <p>Attainment of Disadvantaged rises in every year group</p> <p>Improved judgements re AfL within lessons for each of 4 criteria (ie. questioning, feedback, addressing misconceptions & reflection)</p> <p>Vast majority of children able to articulate the key concept they are learning and teach and explain their methods clearly to others</p> <p>All Disadvantaged children progress at least 2 Passports; 33+% progress 3 or more Passports</p> <p>Quality of teaching consistently high</p>	<p>Complete "Lessons Learned" document</p> <p>Analyse whole school assessment data to establish children's relative strengths & areas for develop't; refine training in response</p> <p>Maths Team planning support</p> <p>Maths Leader & NQTs+1s attend 3-day course; Series of INSETs</p> <p>Review and share "How We Teach Maths" document; include "Progression of Skills" and "Key Concepts"; monitor consistent implementation, including Magic Maths</p> <p>Targeted Passport Clubs</p> <p>Review how children supported in learning Passport targets; share best practice and agree consistent approach; monitor</p>	<p>Take part in "Real Maths" week</p> <p>Routinely practice Maths at home, linked to Maths Passport</p> <p>Children to engage in new "Mastery Passports" as appropriate</p>	<p>Attend Learn With Your Child event</p> <p>Attend parent workshops on how to support at home re Passports</p> <p>Support children's practice of Maths targets at home, supported by games links on website and asking "how" or "why"</p> <p>Be aware of end of year expectations and share with class teacher concerns relating to "gaps"</p>	<p>Maths Team to take part in "Teaching for Mastery" with other schools</p> <p>Greensand MAT to carry out formal monitoring, challenge and support</p> <p>Establish professional project with Reigate School</p>
<p>CURRICULUM</p> <p>Children evidence improved learning skills supported by CAPTURE</p> <p>Children talk with children in another country (WC guarantee)</p> <p>Children create an artistic masterpiece (WC guarantee)</p> <p>Standards remain high across all subject areas</p>	<p>Establish "Expert Learners" Team and implement Action Plan to develop children's learning skills through CAPTURE</p> <p>Plan-do-review cycle consistently rigorous</p> <p>Combine PSHE/SMSC/Healthy Schools/RE under one team... international and disability awareness, debate and Healthy School Gold Award</p>	<p>Utilise the Wray Common Expert Learner Toolkit (CAPTURE)</p> <p>Year 3 children to talk with children in another country</p> <p>Year 5 children to create high standard artistic masterpiece</p>	<p>Understand what CAPTURE Learning is about; plenty of discussion re how child has demonstrated expert learning</p> <p>Attend Summer 2 whole school event</p> <p>Lend your expertise!</p> <p>Continue to delve into Brain Build Projects and topics/themes, supported by Topic Web</p>	<p>Establish international school link</p> <p>Seek external support to standards project</p>
<p>INCLUSION, BEHAVIOUR AND ATTENDANCE</p> <p>Disadvantaged children make accelerated progress</p> <p>Able to evidence positive impact and value for money from additional adult support</p> <p>Attendance improves; significantly improves for Disadvantaged</p> <p>Children and parents believe we are appropriately proactive in minimising the possibility of Bullying and respond appropriately if it occurs</p>	<p>Develop consistent high quality teaching for children with dyslexia supported by shared "excellent practice" document, training and personalised monitoring and feedback</p> <p>Ensure majority of additional adult support time engaged in short, sharp, measureable intervention</p> <p>Additional targeted teacher release for pupil conferencing</p> <p>Extend assessment points from 3 to 5 for Disadvantaged/Appraisal children</p> <p>Establish "Team Around the Child" meets for targeted Disadvantaged children</p> <p>Consistently implement "new to school" induction and assessment of needs procedures</p> <p>Behaviour INSET day delivered by Rob Long</p> <p>Inform parents how we work to prevent and deal with bullying</p>	<p>Targeted children to be mentored by SMT</p> <p>Consistently demonstrate Wray Common Values which supports positive behaviour and relationships</p> <p>Some children to take part in outdoor adventure club</p>	<p>Promote highest possible standard of attendance and punctuality</p> <p>Seek support from school as required</p> <p>Share any concerns immediately with school</p>	<p>Utilise specialist outreach for training re Autistic Spectrum Disorder (ASD)</p> <p>Visit schools re targeted use of additional adults</p>
<p>Support Staff in Sustaining High Standards</p> <p>Staff training contributes to raised pupil outcomes</p> <p>Staff morale remains high</p> <p>Staff feel positive purpose and impact of monitoring; it is carried out consistently as planned; it contributes to staff's development and standards</p> <p>Effective financial planning supports high standards (in the context of reduced funding)</p>	<p>Whole school professional development focused on above priorities</p> <p>Establish NQT+1 programme for teaching and leadership</p> <p>Embed practice of teachers voluntarily joining formal observations</p> <p>Complete and share "How We Teach at Wray Common" document</p> <p>Establish optional formal coaching support for all learning support staff</p> <p>Embed English and Maths Teams, strengthening SLT support</p> <p>Teachers to utilise Pay Progression document to support next steps identification</p> <p>Embed Lead Practitioner career development</p> <p>Establish "Feel the Love" Team to support social/well-being activities</p> <p>Review finance: how do we get greater impact from less money?</p> <p>Communicate with parents re financial challenge</p>	<p>Wherever possible, take an active role in the school, eg. Friends, volunteering, school Governor</p> <p>Support the school's financial contribution requests</p>	<p>Collaborate with Greensand MAT schools in challenge and support</p> <p>Engage with other professionals and schools in professional learning triads</p>	

POO, GLORIOUS POO!

When you are learning all about the human body it is only natural that 'poo' should feature at some stage. Well, working as scientists this week, the children in Year 3 learnt all about how our bodies digest the food we eat and then what happens after it has been digested. Miss Ringwood and Miss Williams put together a demonstration using a bowl for the mouth and some scissors that acted as the teeth to chop the food. The chopped up food then went into a plastic bag (the stomach) and some vinegar (stomach acid) was added. The food was then put into a leg of a pair of tights (the small intestine) and rolled in a tea towel (the large intestine) to squeeze out the excess water. What happened next - why not ask the children in Year 3?



CHECK OUT OUR COMPUTING SKILLS

Children throughout the school have been working hard on their computing skills. Some examples have been uploaded on to our website for you to see. Please follow this [link](#) or visit our website under Current Parents/ Learning/Pupils' Computing Work.



FRIENDS' FUNDRAISING

Please note that there has been a change of date for the KS1 and KS2 Discos this term. They will now take place on **Wednesday 28th March:** KS1 5:30 - 6:30 p.m.
KS2 6:45 - 7:45 p.m.

Please make a note of this new date as it is a fun event that is usually well supported. More details to follow, so watch this space!



Don't forget to book your table for the Quiz Night on the **24th February** (booking forms available from the school office). Toughest Question forms are also available. Kids - get your thinking caps on!

FAREWELL MRS METCALFE

It is with sadness that we say farewell next week to Mrs Metcalfe who has been a teaching assistant at Wray Common for just over 7 years. Before that, she was a parent here and so has had a long affiliation with the school. Mrs Metcalfe is moving on to continue her professional development at another school and we would like to thank her for her hard work and dedication as a valued member of the Wray Common team. Good luck, Mrs Metcalfe!



RANGERS REPORT

We are saying farewell to our inspirational character, Tim Peake, but saying hello to J.K. Rowling. We have had loads of fun participating in science activities and games and are now looking forward to learning all about the life and works of J.K. Rowling. We have some special announcements coming up, so watch this space! The gauntlet has been laid down for the Rangers; in March, our target for our Green Initiative, will be to recycle 100% of what we use. In the meantime, we will be learning about how we can reduce waste and our impact on the environment.

RECEPTION HEIGHTS AND WEIGHTS

A team from Children and Family Health Surrey are coming in on Tuesday 20th and Wednesday 21st February to measure the heights and weights of the children in Reception. A parent pack will be coming home today, containing a parent/carer questionnaire and information about the height and weight check. There is the option to 'opt out' of the scheme with an opt-out slip for you to complete and return to school if you do not wish for your child to take part in the programme. Please look out for these packs in your child's bag.

NEXT WEEK

Tues 23rd Year 4 Cultural Appreciation Day

HONOUR BOOK



1V6	Danae Mikropoulos Bella Jarvis Felix Curphey Rayyan Hassan	For great concentrated effort when creating her pirate bottle. For fantastic learning in Maths and great effort using the key language. For fantastic questions to ask Blackpatch the Pirate who came to visit. For brilliant contributions during Maths.
1W	Jack Cowan Amabel Peters Mary Fairhurst	For his fantastic effort in Maths, using key language to support his explanation and to challenge others. For her fantastic descriptive 'Missing' posters, helping us to find Jim Lad and Squawk. For her creative ideas when asking Blackpatch the Pirate questions.
2E	Vainavi Ramjeeawon Sophie Denby	For thinking about her answers when learning about 'measure'. For trying hard to improve her handwriting.
2M	Lucas Robinson Nina Davis	For great enthusiasm when learning about 'weight' in Maths. For persevering with her work on 'mass' in Maths.
2ML	George Webb Mollie Jangi	For contributing enthusiastically to class discussion. For fantastic writing of 'Leon and the Place Between'.
3R	Freya Slaney Harry Woodley Lola Taylor	For persevering with multiplication. For persevering with multiplication. For making fantastic progress in her writing. You've really persevered and it's starting to pay off!
3W	Emily-Jane King Rebecca Marshall Jacob Stone	For creating imaginative expanded noun phrases in English. For using her characterisation toolkit to build up a picture in our minds of the Bloodbottler. For using his characterisation toolkit to build up a picture in our minds of the Bloodbottler.
4E	Justin Chieng Lucas Drage Megan Kellett Huw Howells	For great work in Maths challenging his partner, Lucas, in his learning. For great work in Maths challenging his partner, Justin, in his learning. For great use of her 'CAPTURE' skills to aid her learning using various resources and persevering when doing long division. For great use of his 'CAPTURE' skills to aid his learning using various resources and persevering when doing long division.
4RW	Sophia Russell Victor Burlacu Chloe Piercy Ruby Oken	For sharing her ideas about segregation and exploring figures in recent history who have made a stand against it. For sharing his ideas about segregation and exploring figures in recent history who have made a stand against it. For working well when researching facts in preparation for her non-chronological information text. For working well when researching facts in preparation for her non-chronological information text.
5B	Benjamin Hanson Simao Marques	For a great persuasive letter to join the Wray Common Star Fleet. For making a great effort with his handwriting.
5M	Oscar Rush-Kellett Hannah Earwicker	For a super contribution in Maths when discussing line graphs. For a super job explaining and representing equivalent fractions.
5W	Toby Burford Elloise Davison Connie Markham Amber Piercy	For super focus in all of his work - a great start back at school! For a great letter to apply for a job with the Wray Common Star Fleet. For a super effort working with Amber, asking questions, showing ideas and supporting each other in their learning. For a super effort working with Connie, asking questions, showing ideas and supporting each other in their learning.
6B	Carla Folan Tristyn Bean Holly Bright	For respectfully taking on a role she didn't particularly want, to support the rest of her group. For always modelling excellent learning behaviour and attitude during lessons. For showing a determined attitude to completing work to a high standard.
6C	Hannah Jones Ella Renshaw Rebecca Wales	For collaborating and using ideas to write a persuasive letter for her group's rollercoaster presentations. For a fantastic attitude to learning and using knowledge. For a fantastic attitude to learning and using knowledge.
6R	Siddy Self	For reflecting on feedback and using neat, joined up handwriting.

Well Done!