



Head's

Update

November 2017

KEEPING YOU INFORMED FROM MRS O'CONNOR

Dear Parents and Carers,

Welcome back to Term Two! We look forward to welcoming you to our first Parents' Evening on Tuesday and Thursday. I hope that you will take the time to look in your child's books and I wanted to share with you some of the initiatives that have been put into place to ensure that the children are making progress in their learning.

As part of our drive to raise standards at Alfred Street, in September we introduced 'Chapters' into our English and Maths. The idea of Chapters is to be able to show progress in your child's book really easily. Your child, staff and you should all be able to see how well your child is doing by just looking through their book.

In English each Chapter follows the same process:

1. An English Chapter starts with a 'Cold Write'. You can spot these as they are on blue paper and have the title at the top of the page. The Cold Write is where your child gets to 'have a go' before the teaching begins. This is then marked by the teacher and a personal target is set. The teacher also uses these to help them plan the lessons ahead, finding out what your child already knows and what they need to know.



2. After the Cold Write you will see a 'Working Wall'. This is a printed sheet in the style of a wall that folds out with your child's personal target from their Cold Write, a model text of the genre they are working on, space for new vocabulary and the list of key features and skills your child will be focussing on over the next set of lessons. This is a key resource that your child can access every day to help them with the following lessons.

3. The following pages will be your child's 'learning journey' for this Chapter. It is the work from all the lessons linked to the genre or skill they are focussing on.

4. At the end of the journey you will see your child's 'Hot Write'. The Hot Write can be recognised as it has the title 'Hot Write' and is on yellow paper. The Hot Write is an independent piece of writing but this time your child will have had all their teaching.



To spot progress you can compare the Cold Write at the start of the journey that had no teaching input with the Hot Write at the end of the teaching and learning journey.

The Hot Write ends the Chapter and then a new Chapter starts again.

In Maths, Chapters work slightly different:

1. At the start of the Chapter you will see a 'Check-in'. This is a set of questions linked to the coming lessons. Your child has the opportunity to 'have a go'. This then lets your child and their teacher know what they know already and what they need to be taught. The teacher is able to use this to make sure they plan lessons accurately pitched to the children's needs, so do not worry if your child got lots of these wrong it is to be expected!

2. The pages following the 'Check-in' is the lessons linked to this Chapter.

3. At the end of the Chapter you will see a 'Check-out'. This is the same set of questions as the Check-in but this time your child completes them at the end of the journey and hopefully you will see the progress they have made.

P.A.D

In your child's maths books you should also see a square coloured in to show the level of challenge that they have carried out for their learning. We have three levels of challenge:

P = Prime Challenge. For this level of challenge sometimes the children need an element of support—this maybe in the form of apparatus or adult support or they may be lacking confidence in this area



A = Advancing Challenge. Children feel confident to have a go independently.



D = Deep Challenge. Children feel ready to use and apply their skills to a problem solving or reasoning activity that requires a greater depth of understanding.



Sometimes the children are directed to these challenges depending upon how well they achieved the objective in the Check-in and sometimes the children choose their own level of challenge.

Marking Stations

We also encourage the children to independently mark their own work regularly within the lesson using the answers/calculators at the mark station and in a purple pen. This enables them to get instant feedback and to decide whether they are ready to move on to the next level of challenge. This strategy ensures that they are making good progress within the lesson as they are developing their depth of understanding and independence. Alternatively, if children are finding a concept difficult at an early stage in the lesson we can identify whether they need some additional support.

Do take time to have a look in your child's books and see how things have improved between Cold and Hot Writes and Check-ins to Check-outs. I hope you will be pleased with the progress that they have made.

Thank you for your continued support.

Mrs K O'Connor

(Headteacher)