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www.biltonjuniorschool.co.uk

BJS Bulletin

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Values for Life



As you already know this Half Term's topic in assemblies is generosity. In assembly on Monday our children were told about the 'generosity jar'. It is a large glass jar in school where they can deposit their spare change (1p and 2p coins). For every pound we raise for 'LEPRA'(more details to follow) we are going to have a mass balloon release, a symbol of generosity being something we wish to give away. Please ask your child about our new initiative and the funny thing that happened in assembly on Tuesday...!

HEADLINES

Wow school is a busy place right now! All very exciting as we seek to constantly review and modify practice to ensure we are delivering the best possible outcomes for all learners. As well as reviewing our school behaviour policy and driving up standards in reading and maths, (as on our Learning Improvement Plan), we are continually tracking the progress being made by individuals, groups, classes and whole cohorts. This inevitably means that provision and learning experiences are becoming increasingly personalised and 'tailor made'. Please do not be alarmed if your child ever comes home and tells you that they worked outside of the main class for any specific purpose or with another adult for any reason; this would simply have been to support them personally or in a small group in an identified small area that they need additional support with. It could well be that they actually need stretching more as they have coped very well with the intended learning!

Teachers are becoming increasingly adept at adjusting their teaching and the range of learning experiences to meet individual need, they use a thing called AfL (or Assessment For Learning) which draws upon a range of strategies to assess the learning that every child makes within every single lesson. You may hear your child talking about: Lifeguards, Secret Spies, Confidence scales, fly swats or mini plenaries. These are all strategies teachers use to check and modify or personalise learning as it goes along through the individual lesson.



Continued overleaf.....



Continued from overleaf.....

Mrs Norton is currently setting up 'Learning Ambassadors'. Every class will have a Learning Ambassador, (who will change weekly) whose task it is to ensure that every single child knows and understands what the intended learning is for that lesson, (the Learning Intention) as well as how the teacher and the children will measure the success of the learning, (Steps to success or Success Criteria). In addition, their job will be to monitor targets and generally talk to the children, (and any visitors who arrive) about the learning that is going on in the class at that moment.

I have taken on running the School Council. It has been renamed the 'Junior Leadership Team', (OK; I'll admit I stole the idea from 'Educating Yorkshire!') and the plan is for them to develop a real sense of support in running the school, decision making and especially focusing on learning. Every week, each class holds a 'Learning Forum' where the children focus on what have been their learning successes and barriers to learning that week. The Junior Leadership Team, (or JLT) will be reporting on this so that I and Mrs Norton can monitor any trends and deal with them at a whole school level if required. They will also be the first Learning Ambassadors and will take a lead in supporting this week by week.

The whole of the Senior Leadership Team are reviewing our approach to the curriculum. You may have heard lots in the press about the brand new curriculum that has started to come into play. Far from seeing this as 'yet another change', we are taking it as an exciting opportunity to look carefully at how our curriculum is delivered and beginning to look at how the children can increasingly be involved in the planning and delivery of some very exciting new topics thus embedding our INSPIRE so that all children can be CHALLENGED to ACHIEVE - more on this later hopefully!

I have scratched the surface this week in explaining some of the intricacies of behind the scenes in school and have been musing for some time about running a series of very informal, (and possibly mildly entertaining!) evenings for parents entitled "The secret Life of Schools" where I can explain exactly what goes on and try to make sense of the many jigsaw pieces you will inevitably hear from your children. There would also be opportunity for parents to ask those questions that are burning inside; preferably the time would be spent over a cup of tea or coffee! Do email me and let me know if you think the idea is a good one and something you might be interested in so that I can gauge if it's worth doing or if I'm simply barking again!!



**YOU CAN'T BUY
HAPPINESS
BUT YOU CAN BUY
BOOKS
AND THAT'S
KIND OF
THE SAME THING**

A. J. Edwards

Thank you

A huge thank you to the Year 3 and 4 children that helped with our staff training in gymnastics on Wednesday. Staff have now been trained to a high level enabling them to support more complex moves



Help at home - top tip!

It is sometimes said that English is one of the most difficult languages to learn based on the number of exceptions to rules it contains! Children often have trouble, (understandably) with words that break the rules or are homophones, (sound the same when you say them but not spelt the same!) A great home activity is to see how many words your child can find and collect that either break the spelling rules or are homophones - and then learn to spell and use them! Here's a few to start you off...



Email Received

I have just received the following email: "This morning I have witnessed a child being hit by a car on Bawnmore road and feel that you should use this to remind parents to tell their children to use the crossing.

The parent of the child let the child out of the car whilst stuck in traffic close to the junction of Plantagnet and told the child to cross in front of his car, unfortunately the boy ran out and there was a car coming the other way, thankfully at low speed. The car clipped the boy's leg with its front wing. The boy was shaken but not injured although must have a few bruises.

Please encourage parents to tell their children to use the crossing if they are not going to see them across the road themselves."

I think the contents speak for themselves....

DIARY DATES

PTA Disco

Fri. 7.2.14

Years 3 & 4

18:15 to 19:30

Years 5 & 6

19:45 to 21:00

Half Term Week

Mon. 17.2.14

To

Fri. 21.2.14

Partnership Progress Evenings

**Between 4pm & 7pm
on**

Mon. 7.4.14

&

Wed. 9.4.14

**If your child is taught
by Mrs Fletcher your
appointment will be
on the Monday.**

Choir



Just a reminder that choir is on Thursday at 12:15. This term we are singing songs from musicals—come along to the music room!





Behaviour policy review

As previously mentioned, we are in the process of reviewing the current behaviour policy in school and have been discussing the underlying principles upon which to build the policy. We are considering adopting these principles and would be grateful to hear if any parents have any comments or additions/amendments. Of course we may not be able to incorporate every suggested idea but will certainly put all the ideas into the 'discussion pot'. Please pass any comments on to your class PPF representative who will then forward the information to the school for discussion by the senior leadership team.

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- A lot of negative behaviour can be eliminated when children are fully engaged, inspired and challenged in well planned learning sessions from start to finish. This is strongly linked to the following point.
- The fundamental approach is a positive one, drawing attention to; rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their learning. (Staff protocols to be included in the policy and to run alongside as key to effectiveness.)
- We will seek to give every child a sense of personal responsibility for his/her own actions or inactions.
- Effective communication systems between staff and between school and home are essential.
- Where there are significant concerns over a pupil's behavior we will share the strategies we use with parents; working on an active partnership to promote good behaviour and involving the Home/School support worker where appropriate.
- We will provide early support for developing problems and in communicating with parents at the earliest opportunity.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language and a poor attitude is considered to be unacceptable behavior and will fall within the remit of this policy.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues, research and initiatives relating to behaviour support.
- Consistent approach but with due regard for individual circumstances.
- Opportunities for responsibility and recognition for non- academic achievement.
- Home/School agreement to be reviewed in light of updated behavior policy to run alongside.

Reminder—gifted & talented register

We sent a letter home last week asking for nominations for our gifted and talented register. If you would like to nominate your child (see letter for criteria) please let us know. Thank you, Mrs Bowler-Smith (MrsBowler-Smith@biltonjuniorschool.co.uk) and Ms Davies (MsDavies@biltonjuniorschool.co.uk)