

Headteacher's Newsletter No 27

2/02/15

Assessment

We hope parents found the new interim reports helpful. From my point of view, reading through them, I was so impressed by the fact that nearly all our children had recorded by their teachers good behaviour and attitudes and that they were making expected progress or better. I am confident that when we have our next parents evening, March 18th, and we discuss how children are progressing, that we will be telling a similar story for nearly all of them.

E-Safety

The NSPCC website contains information that you can refer to help keep your children safe on line. Following the link will take you to the appropriate page of their web site. I would ask all parents whose children have access to devices that enable them to go on line to read through this information and use it to help your child stay e-safe.

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

Safer Internet Day this year will be on Tuesday February 10th with the theme: Let's Create a Better Internet Together. On that day (and during the week) classes will be focusing on different aspects of internet safety. If you follow the link below it will take you to the UK Safer Internet Centre where you can download a parents/carers pack with resources you could use.

<http://www.saferinternet.org.uk/safer-internet-day/2015/education-packs>

Resilience and Learning

One of the staff mentioned to me this week that she had seen in an article that many of those who achieve great success in life have suffered from dyslexia. Why should this be so? It seems to be linked to the fact that in order to progress in life they have had to overcome their difficulties - they have had to be resilient.

Research shows that the best way of learning is to try something and make a mistake - provided that you do not just give up but determine to press on. Hence when teaching maths I have now made it a part of our lessons that the children try to solve a problem even before we have looked at the maths knowledge needed to solve it. Doing this, followed by some instruction and further attempts has been shown to be effective.

Failure and struggle get a bad press, but in learning, if struggle and failure is followed with more struggle until success is achieved, the learning is strengthened. Hence the need for resilience - the determination to stay on task, try hard, not give up when mistakes are made, persevere.

When I look at children's maths books and I see a page of work all ticked, my first thought is now, "I wonder if the work this child was given was too easy." I like to see a record of children trying, even struggling before succeeding. Then I know the work has been challenging - and the evidence shows that one of the factors that leads to children liking school is that there is just the right level of challenge, that learning is neither too easy nor too hard.

The children who tend to go through school successfully - and on into successful adult lives - are those who, amongst other virtues, have developed resilience.

School Milk

We are noticing that there are an increasing number of milks over at the end of each week. Those of you who have booked and paid for milk via the Cool Milk site, would you check with your child that they are aware of this and remind them to have it. Teachers have a list of children that are entitled to have milk but cannot always monitor it to ensure it has been taken.

Half Term

Monday 16th to Friday 20th February