West Park Post – Autumn 2 2019

Learning Updates

We have had a successful term at West Park, with all pupils once again working on their learning dispositions so that they are self-aware and drive their own learning forward.

They all had an individual learning conference with their teacher – information has been sent home to parents in homework books.

Visible Learning is when teachers see learning through the eyes of the pupil, and pupils see themselves as their own teachers. Each lesson has a learning intention and success criteria (how children can succeed).

Next term, we are developing how all children **seek feedback** in every lesson. This is so they know exactly what they have learnt, and what they need to do next. *See our feedback guide on page 2.*

We are also making sure pupils' progress is checked really well in ALL subjects across the curriculum, and that they know exactly what skills they are learning.

This will be evident when you look at books at the next open evening.

Our core aim is to enable all children to be the best they can be – reading, writing, maths, science, geography…EVERY SUBJECT!

Important dates for the diary

Friday 20th December @ 9.30am carol concert and nativity, performed by reception

School closes for Christmas on 20.12.19 at 3pm and reopens on Monday 6th January 2020

School is closed for staff training on 22.05.20 and 20.07.20. Please note 22.05.20 is CHANGE OF DATE from 11.05.20

Please look at the school website and Twitter feed for other information.

The School Council organised a School of Sanctuary Shoebox Appeal this term.

Each class had a box to fill and the boxes will be distributed over the festive break.

Thank you to everyone who donated items that will make the lives of those in need a little bit better.

Whitmore Reans Connect Christmas Party

Mrs Farrell took a group of children to sing at this community event which took place at St Andrew's Church.

We are all so proud that they represented the school and celebrated that we are a School of Sanctuary. The school's young interpreters (who help children who are not yet able to speak English) were amazing – David was very brave and sang a solo in Romanian. Richie also played the piano.

Winter fair

Thank you to everyone who supported the fair last week – we raised a fabulous £1130 ☺

Showing me what I need to do to improve

asking questions

I GET FEEDBACK FROM ADULTS BY:

Speaking to me about my learning during lesson time

Looking at the marking in my books including next steps

Have a look back at the *model*

Check with the *Success Criteria*

Check *marking* do I need to respond

I GIVE MYSELF FEEDBACK BY:

Use the *WAGOLL*

Look at my target sheet

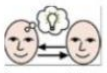
Understand the *Learning Objective*

Talk to my partner about learning

Work checked/marked by peer

I SEEK FEEDBACK FROM MY PEERS BY:

Ask my peers questions to check, clarify and deepen learning



Compare ideas and methods

Get my peer to assess my work using the Success Criteria

Don't forget our learning dispositions!

Curious Cat	Resilient Rhino	Creative Chameleon	Reflective Robin	Collaborative Caterpillar
				

Attendance news

Attendance award to you all this term!!

For the first time since I have been monitoring attendance **we have met our attendance target of 97%** at the end of the Autumn term. Well done everyone. ☺

Mrs. Dovydaitis

On Friday we will be celebrating good attendance and punctuality with prizes! There are certificates for 100% attendance, stickers for those with attendance of 97% and above this term and then a prize draw in each class with great prizes for children and their families. To be in the draw your child needs to have had attendance of at least 97% and good punctuality. You've got to be in it to win it! We will start again in January and have more prizes at Easter so if you miss out this time try again next term! ☺

Happy holidays

and a few things to remember for next term…

Target for school

is 97%

End of day

Please can all parents and carers collect their children on time at the end of the day. Reception, year 1 and year 2 finish at 3pm, years 3 to 6 at 3.05pm. This causes many problems for staff and has disrupted important training this term.

Children who are not collected by 3.15pm will be sent to aftercare and will be charged £3.

Lost Property

A lot of items remain uncollected and will be sent to a charity shop unless claimed before end of term – PE kits, jumpers, trousers, coats etc. LABEL YOUR CHILD'S CLOTHES PLEASE.

Huge Bags

School cannot store huge backpacks during the day; it will help if you send your child with a draw string pump bag, reading bag and lunchbox.

Spread the news...see office for more details!

Online Safety News

December 2019-

What games are your children playing?

Children often ask to play games based on what other children are playing which may mean they ask to play a game that is not always age appropriate for them. Childnet recommend that you talk to other parents first because you may find that actually whilst a lot of children are talking about a game, they're not actually playing it! Childnet also suggest that in order to make an informed decision about whether your child should play a game you should:

1) **Research** – what is the PEGI rating for the game? Can people contact your child through the game? Childnet recommend looking at other parent reviews on https://www.commonsensemedia.org/.
2) **Discuss** – talk to your child to find out why they want to play the game and maybe offer some more age appropriate alternatives.
3) **Explain** – Childnet stress how important it is to talk to your child and explain to them why you have deemed a game unsuitable.

(Source: https://www.childnet.com/blog/answering-parents-online-safety-questions-)

Know your PEGI ratings:

All games within the UK are given a PEGI rating of age 3, 7, 12, 16, or 18. This tells you who the game is suitable for based on the type of content you'll see when playing. Further indicators on the game's packaging explain why it's been given its rating. Find out more information here:

http://www.askaboutgames.com/pegi-rating/

How does your child behave online?

One of the issues we see spilling over into the classroom is friends being unkind to each other whilst playing online. The very nature of online games means that it is very easy to send a nasty message in the heat of the moment and not think about the immediate consequences. **How do you think your child would behave when they lose at their favourite game?** Talk to your children about losing, talk about how they communicate online, sit with them whilst they play their games and review their online conversations to make sure they are being positive digital citizens.

Parental Controls

Christmas often means our children receive new technology so when setting up any item, make sure you set up parental controls to help keep your child safe. Parental Controls help you control what your child is able to access on line so by setting up these controls, children are less likely to see things they shouldn't.

For parents there are two pieces of advice. Firstly look up the device on YouTube using a simple 'how to' query, e.g. 'how to restrict in-app purchases on Playstation 4'. Secondly, the wonderful people at Internet Matters have a one-stop shop for setting up devices which can be found here:

Internet Matters have created over 70 parental control 'how to guides' for major networks (e.g EE), devices (e.g Xbox, iPad) and entertainment providers (e.g. Netflix). These guides provide you with simple step by step instructions and are available here:

https://www.internetmatters.org/parental-controls/

Parental Controls are important in order to minimise risks online, but no system is completely effective so ensure your child knows that they can talk to you about anything they see online.

Advice by age

As well as devices, parents also need advice according to the age of their children. Again, Internet Matters has this covered for children 0-5, 6-10, 11-13 and 14+

https://www.internetmatters.org/advice/

Gaming

Gaming is likely to be high on the agenda for many children this holiday period. CEOP have a nice, simple guide for parents

https://www.thinkuknow.co.uk/parents/articles/gaming/

Internet Matters also has a gaming hub which is really useful for parents; it was updated a couple of months ago and has invaluable information

https://www.internetmatters.org/resources/online-gaming-advice/

YouTube

If you haven't seen the new YouTube app or site for children (<13) it's worth a look. This is only a few weeks old and it's quite good for the younger children

App: https://youtube.com/kids/
Web: https://www.youtubekids.com/

Social Media

Back to Internet Matters for this one; they have a really useful hub for parents which explains the risks and the benefits, along with some resources that parents can use

https://www.internetmatters.org/resources/social-media-advice-hub/

Fortnite update

Fortnite is still a big obsession with lots of young people and as a result of this popularity, lots of fake websites now exist offering free V bucks. V bucks are the ingame currency that can be spent within Fortnite to unlock additional content or purchase items.

Some sites have been created to try and obtain personal information such as usernames and passwords and even credit card details all under the pretense that you will receive free V bucks. These websites should not be trusted and it is important you talk to your children about how to spot and avoid scams online.

This article details how to protect your child from potential "Fortnite" Scams:

https://www.commonsensemedia.org/blog/how-to-protect-yourkid-from-fortnite-scams

The T Shirt Rule

What are you sharing online? In a recent report, 'Who Knows What About Me' the Children's Commissioner found that:

- Parents share around 71 photos and 29 videos of their child every year on social media.
- By the age of 13, a child's parents will have posted on average 1,300 photos and videos of them to social media.
- Many parents share their photos with strangers: a fifth have public Facebook profiles and over half of parents are Facebook friends with people they do not really know.

Digital Wellbeing

We all need to be aware of how being online can affect us and look after our digital wellbeing. Childnet have further information about what digital wellbeing is as well as how you can support your child's digital wellbeing tailored to their age:

https://www.childnet.com/parents-and-carers/hot-topics/digital-wellbeing

Guided Access with iPhone, iPad and iPod touch

Turn on Guided Access when you let your child use your device. Guided Access limits access to one app. This can be set up in Settings. To find out how to set this up, follow these instructions:

https://support.apple.com/en-gb/HT202612

82 % of 5 – 7 year olds go online for around 9½ hrs a week

Source: Ofcom children and parents media use and attitudes 2018

The BBC Own It app has launched!

The BBC Own it app is now available to download. It includes its own keyboard and lots of content to help your child develop healthy online behaviours. The app monitors how your child interacts with their friends and family and uses artificial intelligence to try and see how your child is feeling.

The keyboard analyses your child's activity to recommend content that might be helpful or may intervene when a child is typing something to check that they are happy to share that information. Here are some examples:

- If your child is typing their phone number, the app will prompt the child to 'think safe' before sharing it.
- If they are typing something that could be deemed as unkind, they will be asked if they really want to say that.
- If the child types a nice message then they are reminded that they are doing great!

The app also includes lots of content from BBC Own it, videos, quizzes, gifs and memes.

More information is available here:
https://www.bbc.com/ownit/take-control/own-it-app

Screen time

Are you worried your child has too much screen time? Internet Matters have produced these great guides which include the benefits and challenges of screen use as well as top tips for managing your child's screen time based on their age.

Available here:
https://www.internetmatters.org/issues/screen-time/

Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

Things to consider

Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

Managing time online

- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

Sharing

- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

Online content

- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

Communicating online

- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

To finish...

- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward. We've given some examples for different ages below...

We agree to... (Under 11s)	Who is responsible for this?
I will use my tablet for ___ mins a day.	Hannah and Izzy
I will make sure the children's favourite games are bookmarked for them to get to easily.	Nan

We agree to... (Pre-teens)	Who is responsible for this?
I will tell mum and dad when I see something that worries me.	Tom, Ella and Yasmin
I will put parental controls in place but review it as the children grow up.	Mum

We agree to... (Teenagers)	Who is responsible for this?
I will make sure all my social networking sites are private.	Amar and Yusuf
I won't post photos of our children without their permission.	Dad

West Park Primary School Headteacher Briony Jones www.westparkprimaryschool.co.uk

Family agreement

Use this template to put your agreement down in writing. Why not display it somewhere at home like on the fridge or a noticeboard?

Top tips

1. Make sure that both adults and young people are open to changing their online behaviour as a result of your agreement.
2. Consider your tone. Are you focusing on negative behaviour or promoting positive behaviour?
3. Make sure your agreement works for your whole family and everyone is happy with it.
4. Review your agreement in the future to make sure it reflects the current needs and ages of your family.

Who is this agreement for?

We agree to...

E.g. Be kind and respectful online.

Who is responsible for this?

E.g. We will all make sure we only post kind comments.

What happens if someone doesn't follow the agreement?

How long will our agreement last for and when will we review it?

Signatures

Maths Newsletter December 2019

Mrs Kabil

Is your child using MyMaths?

My Maths was adopted by the school 3 years ago to engage all children in mathematics homework which is topic specific on a computer/tablet. It is an interactive online tool that builds pupil engagement and consolidates maths knowledge. It is used in over 70 countries by approximately four million students each year!
Its main aims are to –

- Build children's skills, confidence and fluency in maths through lessons, homework, games and booster packs,
- include stretching content for all Primary pupils,
- Assess progress of every child with instant feedback for teacher and child,
- Contain a wealth of content written for the new National Curriculum in England. Most importantly it –

Provides a link between school and home, with access available for parents to review their child's progress within mathematics.

Every week maths homework is allocated to your child on this online tool. Children all have a password to access homework- this should be stuck or recorded, in their reading record book.
Please make sure your child is completing their homework weekly.

If you have any questions about MyMaths, please do not hesitate to contact me.

Maths Workshops

We have had a fantastic term with our maths workshops. Thank you to so many of our parents/carers and family members for joining us in supporting your children's learning. Feedback has been very positive.

The next round of workshops are planned for spring term. We will be in touch quite early on with the dates so you can plan them into your busy schedules.

EARLY BIRD MATHS FUN

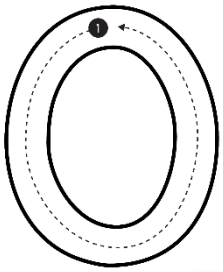
Do you want to help your child enjoy maths and improve their maths skills? Then why not come and join us every **Thursday morning from 8:20 – 8:45** in the **ECO classroom**. We can offer you a warm friendly environment; support from very experienced staff and more importantly some fun games to explore number, shapes, patterns and much, much more. Everyone is welcome to attend. Come on let's make maths fun together!

Getting it right from the start!

Making sure children form their digits correctly is so important and this needs to be done as soon as they are able to begin writing them. It is difficult to break bad habits that result in poor digit formation. In order to have a systematic and structured approach to this we have devised a system with mnemonics to help support this. Children learn where to begin writing their digits, how to form them, including pencil grip, positioning of themselves and their books. Please use the mnemonic below and the digit card sheet, to support your child at home. Correct letter and number formation is key priority!

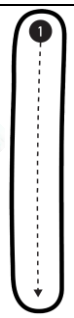
West Park Mnemonics for digit formation

Digits	Mnemonics
0	Make a loop just like so. Now you have a zero.
1	Number one is like a stick. A straight line down, that is very quick.
2	Around, and back on the rail road track. Two two!, Two two!
3	Around the tree. Around the tree. That's the way to make three.
4	Down and across and down once more. Now I've made the number four.
5	Straight line down. Then around. Put on the hat and fives a clown.
6	Make a curve then make a loop. There are no tricks to make a six
7	Across the sky then make a line. we'll make a seven every time.
8	Make an S and then don't wait . Climb back up to make an eight.
9	A loop and a line. Makes the nine.



Make a loop just like so.

Now you have a zero.

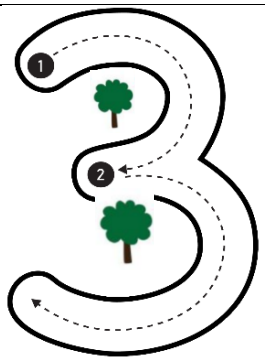


Number one is like a stick.

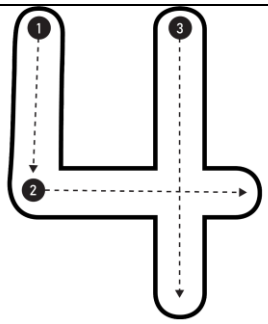
A straight line down, that is very quick.

Around, and back on the rail road track.

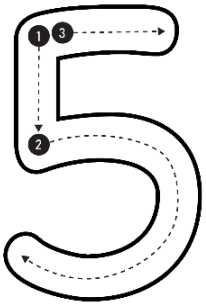
Two two!, Two two!



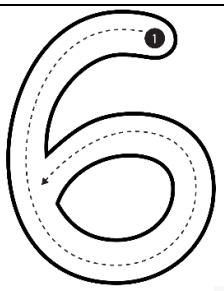
Around the tree. Around the tree.
That's the way to make three.



Down and across and down once more.
Now I've made the number four.

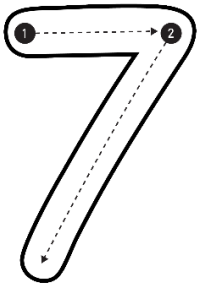


Straight line down. Then around.
Put on the hat and fives a clown.

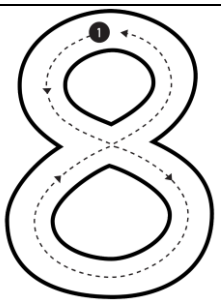


Make a curve then make a loop.

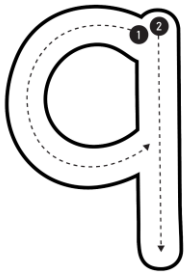
There are no tricks to make a six



Across the sky then make a line.
we'll make a seven every time.



Make an S and then don't wait.
climb back up to make an eight.



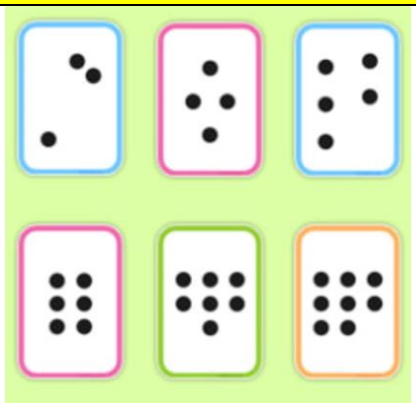
A loop and a line.

Makes the nine.

Supporting your child to Reason

Reasoning is an integral part of our Maths teaching at West Park. It is something that all our children will learn to do. This is art of showing deeper understanding of the maths being taught. Below are some reasoning style questions from each year group. Know the ARE (age related expectation) your child is working from and support them in having a go.

Early Years



Make some flashcards that show dot patterns, tally marks and fingers being held up (if you are feeling creative!). Can your child tell you how many there are without counting? To make this harder, show them a flashcard for only a few seconds and then hide it! This encourages them to subitise rather than count.

Subitising

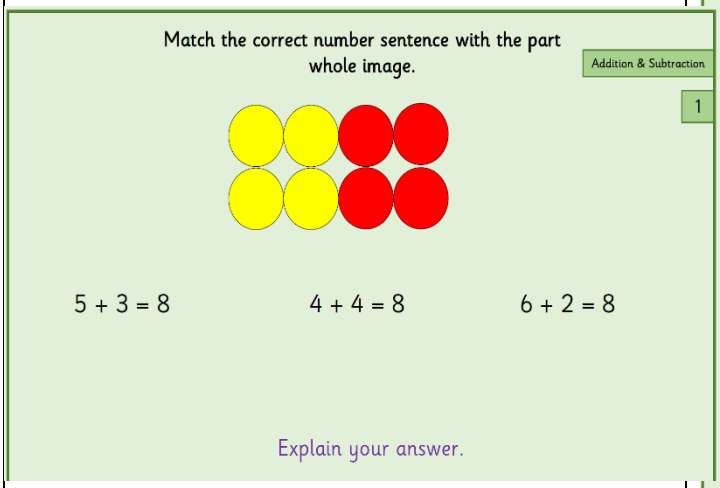
This is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count. In the early years, children look at tally marks, how many fingers are being held up or the dots on dice to help develop this skill.

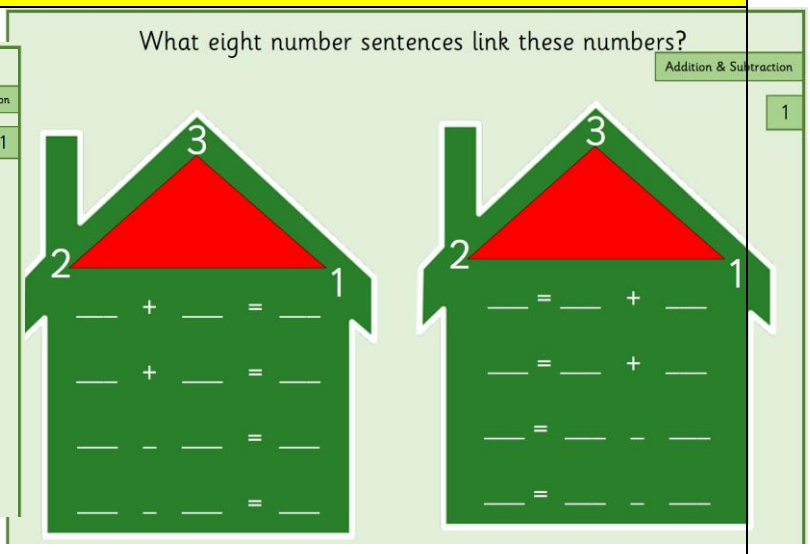
- Subitising helps children to understand what numbers mean or how many 'things' a number refers to.
- It can develop children's pattern recognition.
- Children can over-rely on counting.

Subitising is an alternative strategy, which is more efficient when dealing with smaller numbers. It helps children to see how numbers are made up. For example, you can make the number eight using many pairs: 1 + 7, 2 + 6, 3 + 5 and 4 + 4. By separating and combining numbers through subitising, children lay the foundations for addition and subtraction.

Children also learn an important mathematical law through subitising: it doesn't matter in what order you add numbers together – you always get the same answer! For example, 2 + 3 = 5 and 3 + 2 = 5

Year 1

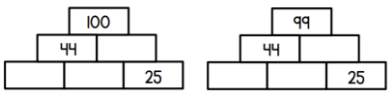




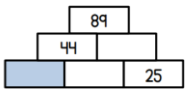
Year 2

1 In the pyramids the two numbers below add to the make the number above.

Complete these two pyramids.



What is the value of the blue box?



How did you get your answer?

1 Choose one of these symbols

<, > or =

to make the number sentences correct.

24 + 5 ◯ 24 + 6

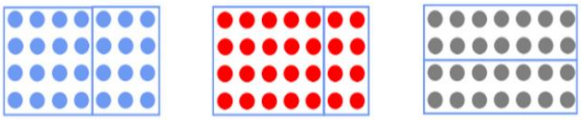
18 + 3 ◯ 17 + 4

33 + 15 ◯ 40 + 8

Year 3

The same as...

7 × 4 is the same as:



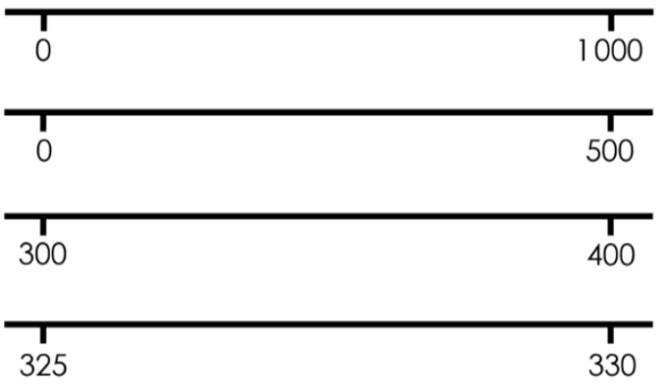
4 × 4 + 3 × 4 5 × 4 + 2 × 4 7 × 2 + 7 × 2

6 × 5 is the same as:

__ × __ + __ × __ __ × __ + __ × __ __ × __ + __ × __

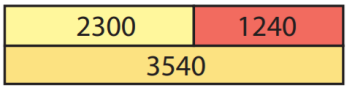
Number lines

Show the position of **328** on each number line.



Year 4

Write down the four relationships you can see in the bar mod



□ + □ = □

□ + □ = □

□ − □ = □

□ − □ = □

Using these 4 digits:

1	7	3	0

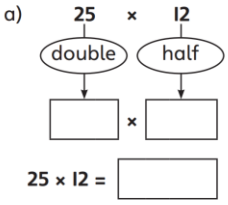
What is the smallest number you can make?

What is the largest number you can make?

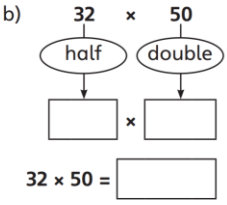
Year 5

Show how to use **doubling** and **halving** to work out the answers.

a) 25 × 12



b) 32 × 50



a) What is **added** to **45·673** to make **45·693**?

b) What is **subtracted** from **7·86** to make **7·76**?

Year 6

Miss Wong, the teacher, has four cards. On each card is a number:

59 996	59 943	60 026	62 312

She gives one card to each pupil. The pupils look at their card and say a cl
Anna says, 'My number is 60 000 to the nearest 10 thousand.'
Bashir says, 'My number has exactly 600 hundreds in it.'
Charis says, 'My number is 59900 to the nearest hundred.'
David says, 'My number is 60 000 to the nearest 10.'

Can you work out which card each pupil had? Explain your choices.

Jasmine and Kamal have been asked to work out 5748 + 893 and 5748 – 893.

Jasmine says, '893 is 7 less than 900, and 900 is 100 less than 1000, so I can work out the addition by adding on 1000 and then taking away 100 and then taking away 7.'

What answer does Jasmine get, and is she correct?

Kamal says, '893 is 7 less than 900, and 900 is 100 less than 1000, so I can work out the subtraction by taking away 1000 and then taking away 100 and then taking away 7.'

What answer does Kamal get, and is he correct?

If you disagree with either Jasmine or Kamal, can you correct their reasoning?

Some interesting Maths Facts

- It is believed that Ancient Egyptians used complex mathematics such as algebra, arithmetic and geometry as far back as 3000 BC.
- It wasn't until the 16th century that most mathematical symbols were invented. Before this time math equations were written in words, making it very time consuming.
- What comes after a million, billion and trillion? Why a quadrillion, quintillion, sextillion, septillion, octillion and nonillion of course.
- Cutting a cake into 8 pieces is possible with just 3 slices, can you work out how?
- An icosagon is a shape with 20 sides.
- A three dimensional parallelogram is called a parallelepiped.
- Trigonometry is the study of the relationship between the angles of triangles and their sides.
- The smallest ten prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29.
- The name of the popular search engine 'Google' came from a misspelling of the word 'googol', which is a very, very large number (the number one followed by one hundred zeros to be exact).
- A 'googolplex' is the number 1 followed by a googol zeros, this number