

YR Parents' Information Evening

Wednesday 29th September 2021



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Sharing information about:

- Celebrating success
- Vision and school improvement
- Class 1 learning

Celebrating Success at Kingsland

Ofsted
outstanding

...the quality of education
provided is exceptional.

Teachers are very
skilled at deciding
the best way to
teach the
curriculum
content.

The educational offer is
highly ambitious.

Pupils' behaviour
exemplifies the aim
'Learn to love.'

...outstanding
teaching and a rich
and creative
curriculum

SIAMS
outstanding

Behaviour is
excellent because
children are taught
Christian values

Pupils' behaviour
exemplifies the aim
'Learn to love.'

Celebrating Success at Kingsland



Overall absence in autumn 2020 (2.0%) was in the lowest 20% of all schools.

The key stage 2 three-year average reading attainment score (107.9) was in the highest 20% of all schools in 2019.



Celebrating Success at Kingsland

- **EYFS** Attainment Data

School	National
63%	57%

- **Phonics Screening** Attainment Data

School	National
85%	68%

Celebrating Success at Kingsland

- **KS1** Attainment Data

Subject	School	National
Reading	84%	67%
Writing	79%	59%
Maths	84%	68%
RWM	79%	54%

- **KS2** Attainment Data

Subject	School	National
Reading	100%	71%
Writing	81%	70%
Maths	81%	67%
RWM	81%	58%

Vision and School Improvement



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.



Christian Values

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law



'Let your light shine'

"Let your light shine before others that they may see your good deeds and glorify your Father in heaven." Matthew 5:16

School Improvement Plan 2021 – 2022 Summary

Digging Deeper and Lingering Longer

The following issues have been identified through school self-evaluation procedures that include attainment and progress, data analysis, questionnaires, group discussions, pupil voice conversations and observations of teaching and learning.

Ofsted (O)	SIAMS (S)
Overall effectiveness – what is it like to attend the school?	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

A	The Quality of Education – Love to Learn (O) Wisdom, Knowledge and Skills (S2)			RAG
1	Mathematics	TfM - short & long term planning for progression; lesson design; problem solving & number sense	SD / W. Maddocks	
2	English	Reading: progress & attainment for the lowest 20% Writing: thinking in sentences; personal spellings	SD / BP / HW / H. Webb	
3	EYFS	TfM Mathematics in EYFS EYFS curriculum and revised ELGs – a new era	GC / S. Connop	
4	Assessment of foundation subjects	Accurate and consistent assessment of all foundation subjects	SD / SLT / all staff / Love to Learn governors	
5	Assessment for Learning	Impact on positive attitudes to learning	SD / SLT / all staff / Love to Learn governors	
6	Curriculum Development	Develop weaker areas: French, Music, Swimming, Computing, DT	SD / SLT / all staff / Love to Learn governors	
7	Outcomes for Pupils	Decrease % WTS / increase % EXS+	SD / SLT / all staff / Love to Learn governors	

B	Behaviour and Attitudes – Learn to Love (O) Community and Living Well Together (S4) / Dignity and Respect (S5)			RAG
1	Celebrating Diversity	Strengthening links with Tanzania & France	SD / SLT / all staff / Learn to Love govs	
2	Growth Mindset	Developing resilience Behaviour and manners; mental health & well-being	SD / SLT / all staff / Learn to Love govs	
3	Courageous Advocacy	Developing passionate service and responsibility	SD / SLT / all staff / Learn to Love govs	

C	Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S3)			RAG
1	SIAMS Agenda	Aiming for excellence Impact of Collective Worship (S6)	SD / HW / Learn to Love govs	
2	Religious Education (S) & SMSC	Effectiveness of Religious Education (S7) Developing depth of learning through P4C	HW / Learn to Love govs / J. Read	
3	Relationships & Sex Education (RSHE)	Curriculum development across the school	SD / CS / all staff / Learn to Love govs	
D	Leadership and Management (O) Vision and Leadership (S1)			RAG
1	Safeguarding	A culture of safeguarding – never complacent Risk Assessment consistency	SD / BP / SL / all staff / Safeguarding govs (MB)	
2	Budget and Buildings	Making the best of what we have Exploring future possibilities	SD / SLT / Full govs	
3	Monitoring Teaching and Learning	Triangulation of quality of education, pupil outcomes and pupil voice, including attitudes to learning	SD / SLT / all staff / Love to Learn govs	
4	Governors	Rigorous monitoring of areas of the SIP	SD / H. Webb	
5	Staff Development	Developing critical friend / sharing good practice Supporting and developing new staff	SD / SLT / Full govs	

Ofsted and the curriculum



- The curriculum – what pupils learn – is the very core of education
- Deep dives
- Covid – what to prioritise and what to omit

- Progress means **KNOWING MORE AND REMEMBERING MORE**
- So a curriculum needs to carefully plan for that progress by considering the **BUILDING BLOCKS** and **SEQUENCE** in each subject
- **Change to long term memory**
- **Sticky knowledge**

A Rich and Vibrant Curriculum



	2019 – 2020 Curriculum 'B'			2020 – 2021 Curriculum 'A'			2021 – 2022 Curriculum 'C'			2022 – 2023 Curriculum 'A'		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Whole school enrichment	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood
RE enrichment		KS2 Christian Churches visit			Whole school Interfaith Learning			KS2 Wolverhampton visit			KS2 Christian Churches visit	
Themed weeks	Craft	Science	Healthy School Olympics RSE	Music		Healthy School RSE	Craft	Science	Healthy School RSE	Music		Healthy School RSE
Charities and Community	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid
Sporting Events	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket
Class 1	Ourselves	Around the World in a Pirate Ship	Journeys: Growing	All About Me	Climate Change: A Rocket to the Poles	Now and Then	Amazing Me	X Factor	Holes	All About Me	Zero Waste: Plastic Waste	Now and Then
Class 2	People Who Help Us Great Fire of London	Katie Morag	Journeys: Paddington Goes Around the World	Me and My Community Sparkle and Shine	Climate Change: Extreme Earth	Homes	Our Heroes (including Robin Hood)	India	Toys	Me and My Community Sparkle and Shine	Zero Waste: Plastic Waste	Homes
Class 3	Impressive Inventors	Raging Rivers	Journeys: Magnificent Mountains	Stone Age	Climate Change: Extreme Earth	Kingsland and Tanzania	Whizzing Wheels	Oceans	France	Stone Age	Zero Waste: Plastic Waste	Kingsland and Tanzania
Class 4	Battle of Britain and World War 2	Hereford and Australia	Journeys: A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Climate Change: Climate Change – The Facts	Britain and the Romans	Ancient Egypt	Music From Around the World	A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Zero Waste: Blue Planet	Britain and the Romans
Class 5	Women Who Have Changed the World	Hereford and Japan	Journeys: Space	Poverty	Climate Change: Climate Change – The Facts	Maps	Crime and Punishment	Awe Inspiring Architects	Early Islamic Civilisations	Poverty	Zero Waste: Blue Planet	Maps

EYFS Curriculum



Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

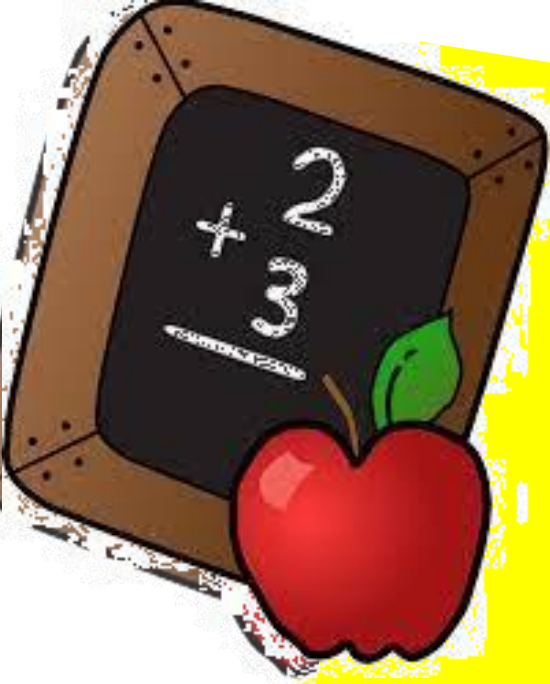
Effective: 1 September 2021

17 Early Learning Goals

- **Listening, Attention and Understanding**
- **Speaking**
- **Self-Regulation**
- **Managing Self**
- **Building Relationships**
- **Gross Motor Skills**
- **Fine Motor Skills**
- **Comprehension**
- **Word Reading**
- **Writing**
- **Number**
- **Numerical Patterns**
- **Past and Present**
- **People, Culture and Communities**
- **The Natural World**
- **Creating with Materials**
- **Being Imaginative and Expressive**

Information for parents:
Reception baseline assessment





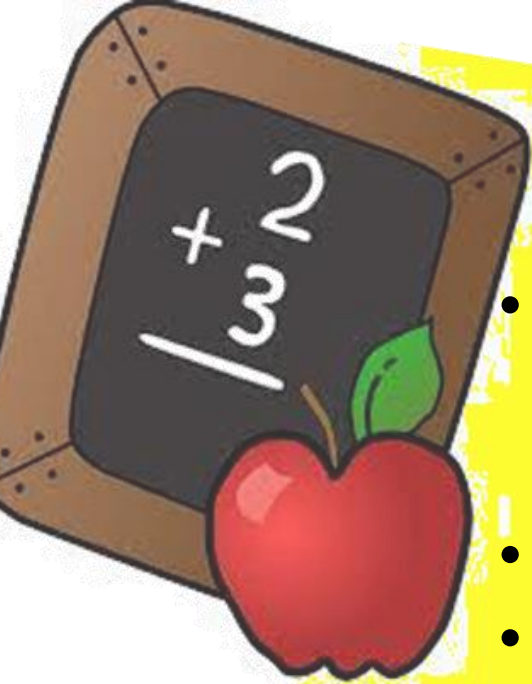
Early Years Foundation Stage



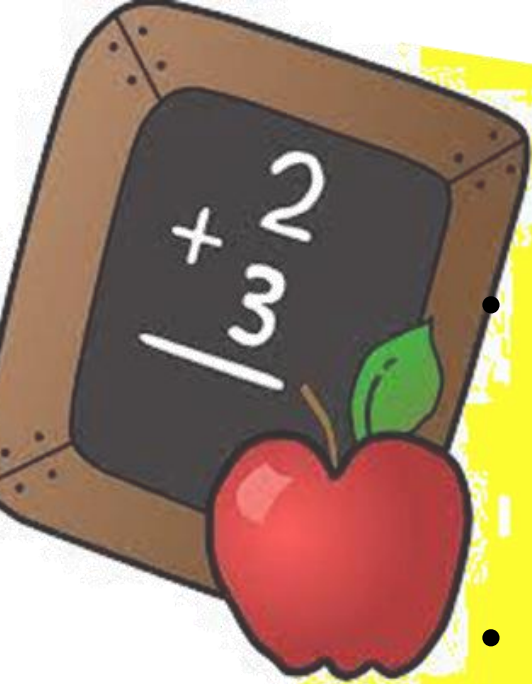
Welcome to Class One

What is the Early Years Foundation Stage (EYFS)?

- EYFS is the stage that your children are at the moment. It covers from birth to the end of their Reception year.
- It is made up of 17 Early Learning Goals
- Children either leave Reception having 'Met' or 'Not Met' these goals.
- ELGs are split into 7 Areas of Learning:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design



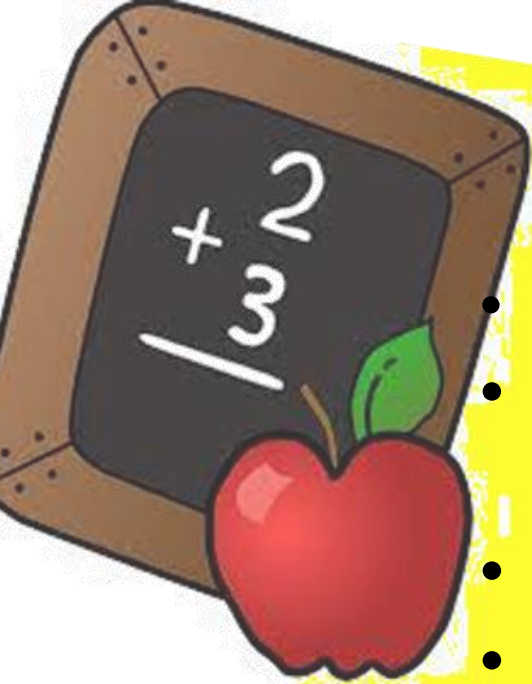
Literacy



- Split into three goals:
 - Comprehension
 - Word Reading
 - Writing
- Children need to develop an understanding of what has been read by retelling stories using their own words, anticipate what's going to happen and use stories, non-fiction texts, rhymes and poems in discussions and during role-play
- We do Nursery Rhymes and songs every single day – the children all LOVE them!



Literacy - Read Write Inc.

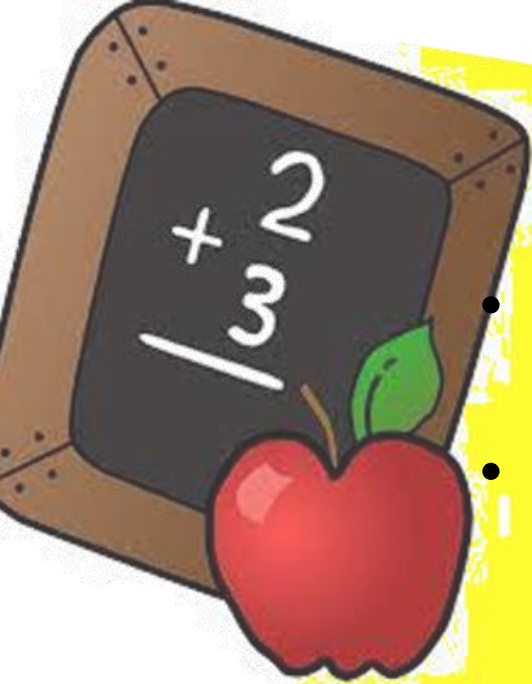


- Phonics scheme
- [Home reading - Ruth Miskin Phonics Training](#)
- No schwaring please!! 'mm' not 'muh'
- Segmenting 'l-o-g'
Blending 'log'
- Segmenting is called Fred Talking
- But you can't Fred a red
was the to said my
- Blending sounds together to create simple CVC (Consonant Vowel Consonant) words

Fred talk
to read



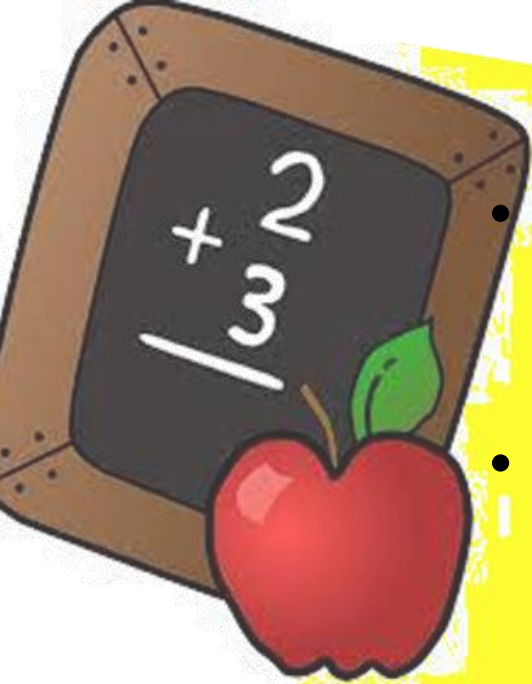
Literacy - Handwriting



- Rhymes are taken from the RWI Phonics Scheme
- Children encouraged to practice the formation of letters over and over, including the sheets that we send home.
- Encourage children to hold pencils correctly – ‘tri-pod grip’
- At home you could: encourage children to draw and paint, create a scrap book, birthday cards, invitations etc., cutting, sticking, dot-to-dot – all develop fine motor skills and aid handwriting



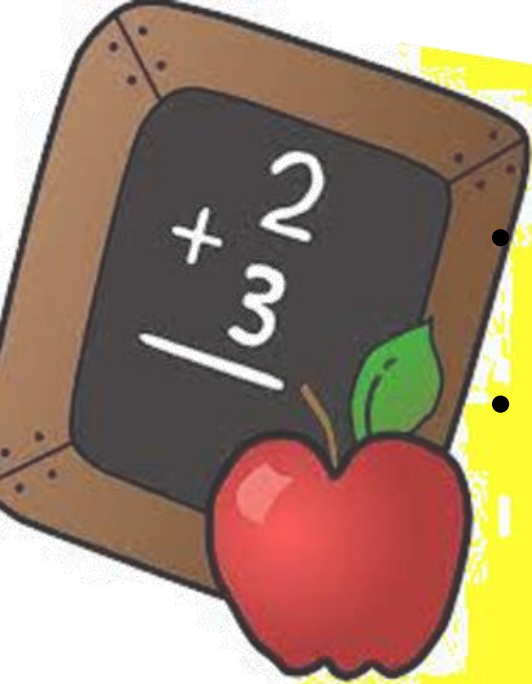
Literacy - Reading at Home



- Language development is incredibly important and it is massively supported by reading.
- Research in the United States suggests that by the time children are 5 years old:
 - If they are never read to, they will have heard 4662 words in their lives
 - If they are read to 1-2 times a week, they will have heard 63,570 words
 - If they are read to 3-5 times a week, they will have heard 169,520 words
 - If they are read to daily, they will have heard 296,660
 - If they are read to 5 times a day, they will have heard 1,483,300 words



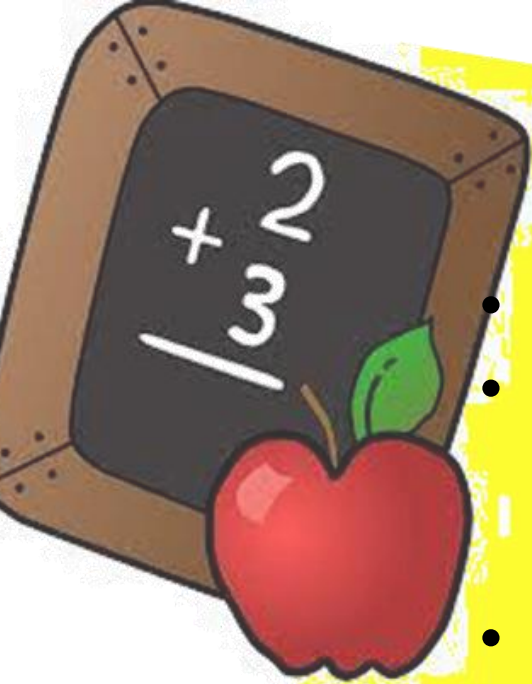
Literacy - Reading at Home



- Children will bring books home twice weekly, this started on the Friday just gone.
- These books currently are not for the children to read independently. They are for you to share with the children, reading to them, and encouraging them to 'read' to you as they gain confidence.
- Repetition is key – so please read these books multiple times.
- On Friday afternoons, Miss Corrick will read with each child, asking them to retell their story using the pictures.
- <https://www.youtube.com/watch?v=1QnXVpylxiY>



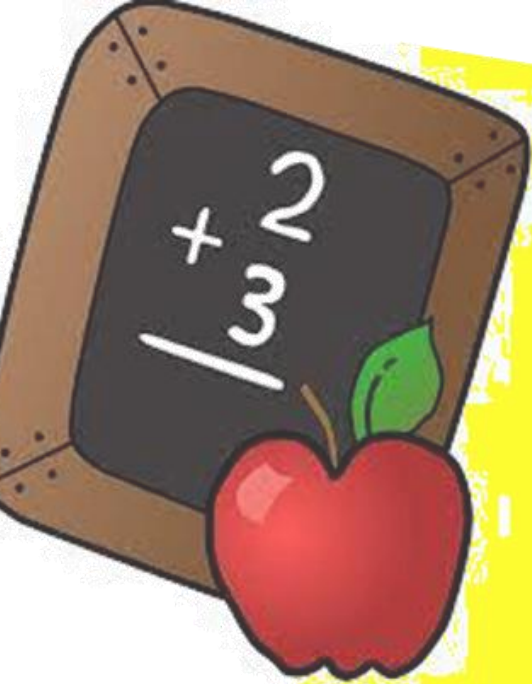
News



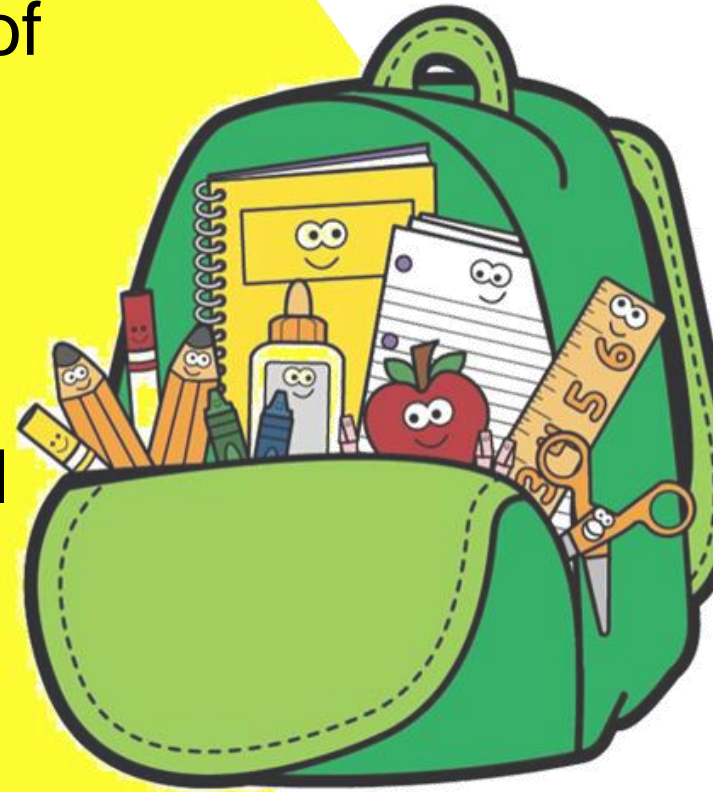
- Every Monday morning
- We ask parents/families to post pictures on Tapestry to show what children have done on the weekend
- Children then take it in turns to stand up and share their weekend activities with their peers
- If they have pictures to show as well, it makes the talking part less daunting and can be used to jog their memory



Mathematics

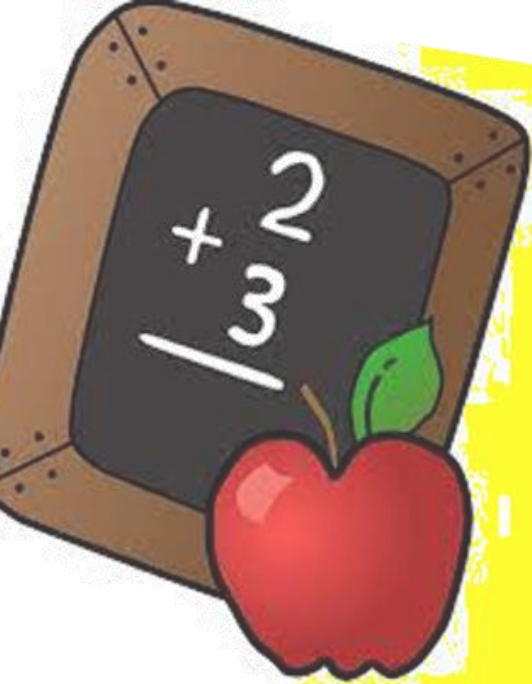


- Split into two goals:
 - Number
 - Numerical Pattern
- Encourages a deep understanding of number to 10, pushing on to 20
- Subitising – recognizing number representations without counting
- Comparing quantities and patterns
- Learning through stories, songs and play
- Numberblocks!

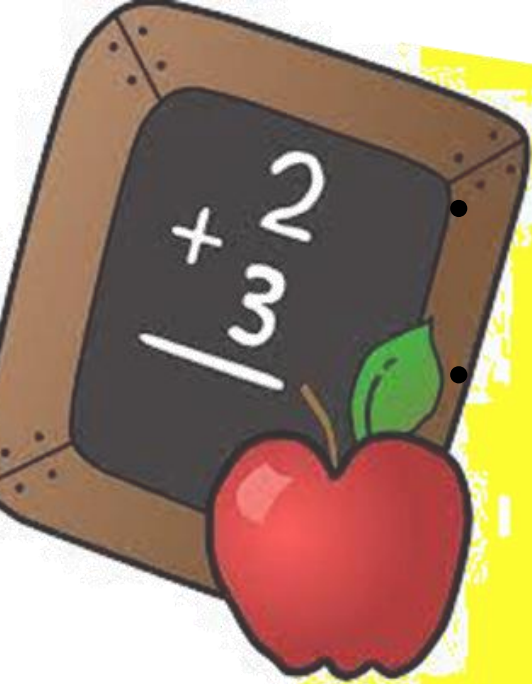


Mathematics

- At home you can:
 - Point out numbers around you: houses, cars, TV Channels, cookers, microwaves etc.
 - Say the names of numbers in order: e.g. counting when you climb the stairs, counting seats at the dinner table, counting teddies etc.
 - Comparing quantities and talking about whether it is fair (equal) or not fair: e.g. sweets, shopping bags, drinks etc.



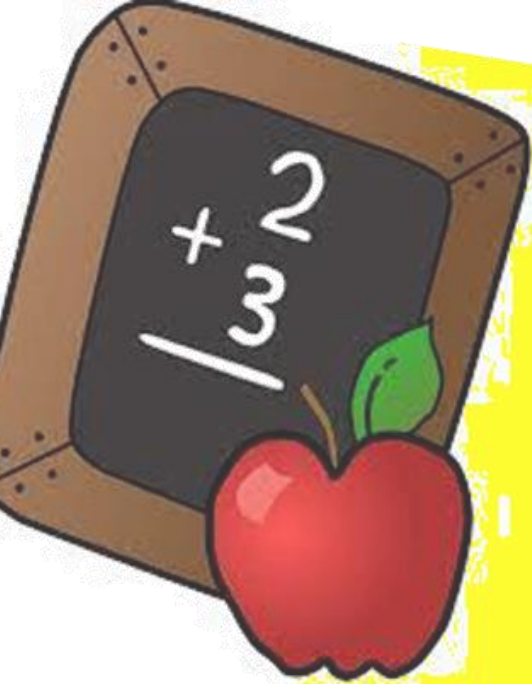
Medical Matters



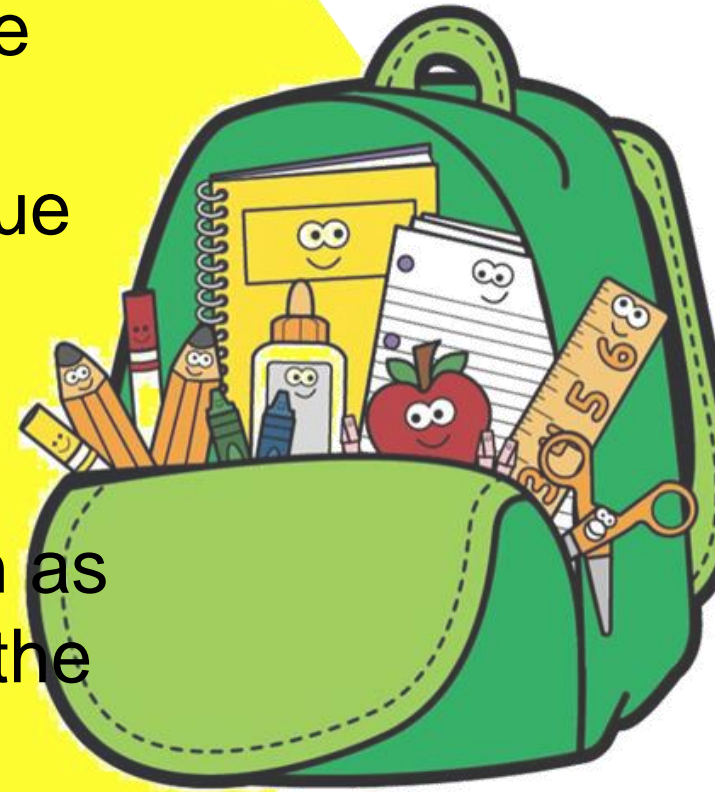
- Any sickness or diarrhoea must be followed by 48 hours absence
- Head lice are common and not to be ashamed of. Please check regularly. If you spot some, notify us and treat as recommended.
- Any absence requires a note or telephone call to the office to explain why – this is so we can ensure that all children are safe. Please see Attendance Policy on School Website
- Any medicines can only be administered by parental arrangement
- Nuts – we have children with allergies. Please pack lunchboxes carefully.



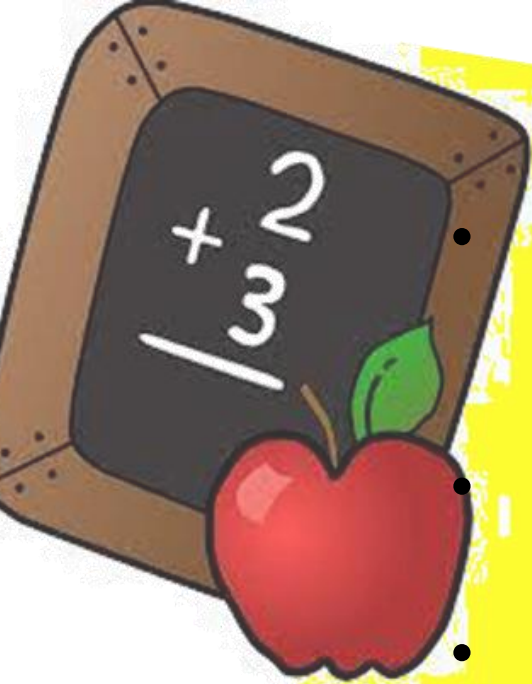
Classroom



- You probably have some very tired children at home at the moment: this is okay! From 9am-3:15pm a long day for 4 and 5 year olds, especially now we are on week 4.
- Independence is key! Please continue to support us in developing their independence.
- If someone different is picking your child up, please let us know as soon as possible, and make sure they have the password.



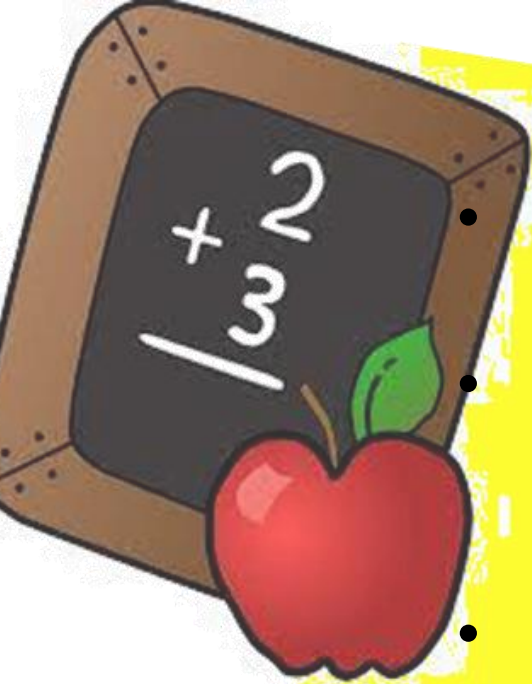
More Classroom Matters



- Please continue to label all uniform (including shoes) with names, especially PE uniform
- Children must always bring a coat to school and a cap if it is forecast to be sunny
- Packed lunches in a named lunchbox
 - No chocolate, sweets, fizzy drinks
- We provide fruit and milk for break time
- Children have “accidents” sometimes. This is absolutely normal. If your child regularly does, please provide spare clothes to keep in school
- Encourage children to dress themselves
- Water bottles and Wellies to keep in school



Tapestry



- Tapestry will be updated fairly regularly with pictures of “WOW moments”.
- It will mainly run as a two-way communication link between home and school
- It is important that learning continues at home too, so if your child is doing something like counting the stairs or drawing or playing schools with their teddies, I would love to see it and create those strong school-home links in their mind
- Two adults per child, I will need a name and e-mail address to add any other parents

