Kingsland CE (VA) Primary School

THE CHURCH OF ENGLAND

The Kingsland Times

Friday 2nd February 2018

'Learn to Love – Love to Learn'

Our Christian value for this half-term is **PERSEVERANCE**

Please help your child to reflect on the importance of this Christian value.

Life at Kingsland CE Primary School: life in all its fullness (John 10:10)

The 15th and 16th January saw the whole school take part in our Interfaith Learning Days. Both days were thoroughly enjoyable with the children thinking deeply about the common factors of the five faiths we investigated. Shared values of respect, peace and hope were particularly noticeable. You will have had a copy of our Interfaith Learning news – this can now also be found on our website.

What a privilege!

I am delighted and humbled to be offered the opportunity to be the new headteacher of Kingsland CE Primary School. What a privilege it is to lead this wonderful school into its next chapter with the many exciting adventures and journeys that lie ahead. I thank the staff, governors, children, parents and local community for the support you have shown, and look forward to working with you all to provide a first class education for all our precious children.

Mr Debenham

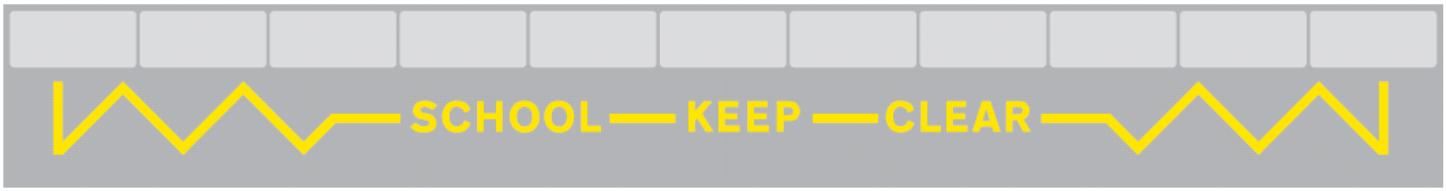
PLEASE DO NOT PLAN HOLIDAYS DURING TERM TIME

Kingsland CE Primary School, Kingsland, Leominster, Herefordshire HR6 9QN

Telephone: 01568 708436
Email: admin@kingslandengland.hereford.sch.uk
Website: www.kingslandceprimary.com

Please AVOID parking on the zig zag lines

It still remains a concern that our children are being put at unnecessary risk from cars being parked on the yellow zig zag lines at the front of the school. They should be kept clear AT ALL TIMES, even when dropping off children at Breakfast Club. We ask that consideration is given to our close neighbours through respectful and courteous parking, and encourage the use of the Coronation Hall car park at drop off and pick up times. Thank you for your support with this.



Keep entrance clear of stationary vehicles, even if picking up or setting down children

Winter Concert

We shall be holding our Winter Concert on Tuesday 6th February at 6pm in school. **All are welcome!** It will be a wonderful celebration of our children's musical talents.

Playground

Thank you to "the Connops" for jet washing the playground – what a difference it has made!

Teaching for Mastery Mathematics

As part of our drive in developing Teaching for Mastery Mathematics at Kingsland, Mr Powell, Mrs Smith and Mr Debenham visited Oakmeadow Primary School near Shrewsbury to observe lessons taught by two teachers from Shanghai, as part of the UK-Shanghai teacher exchange programme. We left very inspired having seen lessons around multiplication. Mr Debenham is one of three qualified Teaching for Mastery Specialist teachers in Herefordshire and works closely with the Salop and Herefordshire Maths Hub and the National Centre for Excellence in the Teaching of Mathematics. Mr Powell and Mrs Smith are taking part in mastery workgroups in order to further develop Teaching for Mastery in their classrooms. We have put together an information page about Teaching for Mastery Mathematics at Kingsland School – it can be found at the end of this newsletter and on the school website.

Worship Times with a twist

Our children are becoming very active in leading inspirational Worship Times. Last week, members of the eco-team (with a little help from Mrs Smith) helped us to consider the impact of our use of plastic, inspired by the findings of The Blue Planet - thank you to Cassie, Tillie and Fred. Class worship times in Classes 1 and 2 are now being led by members of the Worship Team. Ben and Charlie did an amazing job entertaining Class 1, and Hope and Darcy in Class 2, helping them to think about our value of PERSEVERANCE through The Enormous Turnip story. This week Hope, Izzy, Ben and Dan were the worship time leaders. Well done to you all.

House Tokens Congratulations to the following children for achieving a house token!			
Ambrey	**Berrington**	**Croft**	**Mortimer**
Miah	Will	Ollie	The Class 1 Team
Jaxon	Poppy	Elena	Jacob
RJ	Ruben	Freya	Nate
Sophie	William	Sam	Alan
Lottie	Eva	Maxwell	William
Jaxon	Maxie	Beau	Chloe
Lottie	Harry	Lilly	Flynn
Malvina	Maxie	Mya	Mollie
Lottie	Zac	Max	Poppy
Sophie	Maxie	Eva	Millie
Charley	Bethany	Fred	Chloe
Lottie	Arthur	Lilly	Flynn
Emily	Harry	Rosie	Mollie
Sophie	Lincoln	Beau	Edie
Josh	Dan	Max	Mollie
RJ	Annabelle	Fred	Rockley
Mary	Harris	Callum	Darcey
Izzy	Maisie	Ethan	Callum
Bailey			Edie
			Seth
			Millie
			Poppy
			Joseph
			Poppy
			Noah

Congratulations go to the following children who have received headteacher's awards:

Oliver and **Mya** for being our star mathematicians; **Austin, Faith, Alan, Ollie, Maizie, Archie** and **Charlie** for super writing; **Nate** for accurate science work; **Maisie** for showing kindness to her friends; **Ben** for progress in maths; **Nell, Holly** and **Mark** for progress in reading; – well done to you all!

Dates for your diary

Tuesday 6th February	Winter Concert 6pm
19th – 23rd February	Half term
Tuesday 27th February	Parents' evening 3.30 – 6.00pm
Wednesday 28th February	Parents' evening 4.30 – 7.00pm
Thursday 1st March	World Book Day
Friday 2nd March	Women's day of prayer (Y6 girls)
12th – 16th March	Science week / Healthy School Week
13th – 20th March	Book fair at school
Tuesday 27th March	Easter Worship at Kingsland Church 1.30pm
Thursday 29th March	Last day of term
Monday 16th April	Start of summer term

Teaching for Mastery Mathematics at Kingsland CE Primary School

What does it mean to master mathematics?

A mathematical concept or skill has been mastered when a pupil can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations.

Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

This is not about just being able to memorise key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. Pupils should be able to select which mathematical approach is most effective in different scenarios.

All pupils can achieve in mathematics

A positive teacher mindset and strong subject knowledge are key to student success in mathematics. It is not the case that some pupils can do mathematics and others cannot.

No pupil should be left behind. The focus is keeping up over catching up. By making high expectations clear and emphasising the value of mathematics education, pupils are encouraged to build confidence and resilience. A positive teacher mindset in maths encourages a love of learning and resilience that enables everyone to achieve.

Focus on depth - Deepen understanding before accelerating content coverage

All pupils benefit from deepening their conceptual understanding of mathematics. Pupils must be given time to fully understand, explore and apply ideas, rather than accelerate through new topics. This approach enables pupils to truly grasp a concept, and the challenge comes from investigating it in new, alternative and more complex ways.

Multiple representations for all - Concrete, pictorial, abstract

Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help pupils explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – Pupils should have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – Pupils should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.

Fluency, reasoning and problem solving – teaching supports the aims of the National Curriculum

Problem solving

Mathematical problem solving is at the heart of our approach. Pupils are encouraged to identify, understand and apply relevant mathematical principles and make connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding.

Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. Pupils combine different concepts to solve complex problems, and apply knowledge to real-life situations.

Reasoning

The way pupils speak and write about mathematics transforms their learning. Mastery approaches use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary. Pupils explain the mathematics in full sentences. They should be able to say not just what the answer is, but how they know it's right. This is key to building mathematical language and reasoning skills.

Fluency

Pupils should be able to recall and apply mathematical knowledge both rapidly and accurately. However, it is important to stress that fluency often gets confused for just memorisation – it is far more than this. As well as fluency of facts and procedures, pupils should be able to move confidently between contexts and representations, recognise relationships and make connections in mathematics. This should help pupils develop a deep conceptual understanding of the subject. Frequent, carefully designed, intelligent practice will help them to achieve a high level of fluency.

Number at the heart - Secure the fundamentals

A large proportion of time is spent reinforcing number to build competency and fluency, with more time devoted to this than other areas of mathematics. It is important that pupils secure these key foundations of maths before being introduced to more difficult concepts.

This increased focus on number will allow pupils to explore the concepts in more detail and secure a deeper understanding. Key number skills are fed through the rest of the scheme so that students become increasingly fluent.

What will maths look like in these classrooms?

In lessons you will see teachers slowing down and lessons will have a whole class focus, but where they seek to ensure depth due to the use of representations to identify structures and a clear focus on the small steps required for future learning.

Lesson design identifies new mathematics being taught, the key points, the difficult points and a carefully sequenced journey though the learning. In a typical lesson the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration and discussion.

Significant time is spent developing the deep knowledge of the key ideas and mathematical structures that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.

Procedural fluency and conceptual understanding are developed in tandem and intelligent practice reinforces this.

Key number facts such as multiplication tables and addition facts to 10 are given sustained focus so that they are learnt to automaticity in order to avoid cognitive overload in the working memory and enable the pupil to focus on new concepts.