

# Newsletter

27.1.2023

Menu Week 2 – W/B 30.01.2023



**This week's newsletter is a celebration of the many ways that the children have been able to show their learning by considering their audience and their purpose. In other words, who are they communicating with and why are they doing it. For this newsletter, I will choose a bullet-pointed list:**

- The Eco Warriors presented three assemblies to all age groups in school about how everyone can make a huge difference to our environment by collectively taking small actions. Phoebe, Zena and Pippa spoke confidently and asked, and answered questions, authoritatively.
- Class 5 learnt and recited poetry making sure they 'kept it fun'.
- Class 6 have investigated how animals might be adapted for their environments while trying to interest the adults.
- The school council have devised a questionnaire so all pupils will be able to tell us about their experiences and hopes in school.
- The Year 4s have collaborated scientifically on isolating factors and ensuring fairness when exploring dissolving. They then surrounded me in the library immediately after they had finished their lunch to explain their learning and the questions they wanted to investigate further. (Lunch, by the way, was chilli, and someone asked about whether this would dissolve!)
- Later, children in Y1 and Y6 shared stories in the library, 'Eyes on the words not on my face,' and 'Let's look at the page before to help you read that word.' Teachers of the future.
- The children of Y5 wrote their own versions of a story about the Maya that would engage and excite a Y4 audience. They succeeded magnificently, and then rose to the challenge of explaining, for this newsletter, why their writing was effective: 'The down-hearted Ah-Kin-Mai put his head in his hands and sadly (though very loudly) blew desperately through a conch shell to warn everyone.' (*Why? I like the vocabulary.*) Ah-Kin-Mai scanned the year's calendar and charts and realised a terrible thing – he threw his head into his hands and started to whimper. (*Why? I used delay with a dash.*) '... as if he was calling, calling for mercy from the gods.' (*Why? It is a good use of repetition, and the teacher likes it!*).
- Mrs Gortzak took the opportunity to illustrate a cultural event (Burns' Night) by telling a story to teach the children, and staff, how to pronounce and sing 'The Jeelie Pieces Song'.

**All are examples of what we could easily take for granted but are results of the skilfully planned partnership between children and everyone who works in school. We should all be very proud.**

**Reminder:** Friday, 3<sup>rd</sup> February is the NSPCC Number Day, details of which have been sent separately.

**And finally ...** I have already written to explain that school is closed to children on Wednesday, 1<sup>st</sup> February, as a result of the industrial action. All who work in education understand parental concerns. However, we also appreciate that many teachers feel genuinely aggrieved by the current funding offer from the government. They have taken a legal ballot to express their right to strike. Everyone wants a rapid and positive outcome. I will send out further details about home learning and free-school meals separately.

*Best wishes, Paul Davidson Interim Headteacher*

**Working to learn together**