



## Welcome

Welcome to our second Teaching and Learning Newsletter of the 2018-19 academic year. I do hope that you are finding them useful and, as always, please do contact me here at school if you have any questions or points that you would like to raise with me. The focus of this newsletter is on how we identify and support some key groups of students in our school; the articles will outline the school's provision for these areas along with some strategies for supporting students' learning at home, a concept which links to our focus of the year on independent learning and metacognition.

**Ian Henry, Assistant Headteacher: [ihenry@st-edwards.poole.sch.uk](mailto:ihenry@st-edwards.poole.sch.uk)**

---

## From Your Year Leader

At the beginning of the academic year, I presented an assembly to the year group regarding curiosity and what it means to be curious. We spoke about the definition of curiosity and ways in which we can show this trait in our day to day lives. As you are already aware, the transition from Year 6 to Year 7 is a big step and one which leads to a variety of questions about life at secondary school. Curiosity can be a powerful tool for our students as it allows them to extend their learning outside the classroom and ensure they are reaching their full potential inside it also.

We recently underwent our retreat days at St Mary's in two halves where students spent the day reflecting on their journeys with God and with themselves in their tutor groups. Both days were very enjoyable and our students showed great maturity and reflective skills in the activities across the day.

As the academic year continues, I would advise all of our students to continue to develop their curiosity and continue to ask questions to extend their knowledge or bridge any gaps in their learning or understanding. I would encourage students to spend time reiterating their learning inside the classroom, reviewing notes or classwork they have completed, ensuring all home learning is engaged with and completed to a high standard and reading around their subject areas to further enhance their knowledge.

Kerrie Hodder  
Head of Year 7



@stedwardspoole



@stedwardspoole

# Dyslexia Provision

**“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.”** Rose review (2009)

St Edward’s School is committed to meeting the special educational needs of all students, ensuring that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. All teachers are teachers of Dyslexia and Specific Learning Needs (SpLD). Our belief is that Quality First Teaching in the classroom is essential for children with SpLD. At St Edward’s School, we adopt the Borough of Poole’s ‘Graduated Response’ in order to ensure appropriate provision is in place for students identified with a SpLD. The majority of students fall into the first ‘wave’ and are well supported through Quality First Teaching.

**Wave 1: universal provision :** All teachers at St Edward’s receive training on differentiation and supporting learners to be metacognitive. All learners with SpLD are on the school’s Dyslexia Register and have recently been invited to an assembly about Dyslexia (September 2018) where they were issued packs that are designed to encourage self-supporting and life-long strategies. Some students requiring additional support will be given a learning passport with recommended strategies that can be used to enhance learning in the classroom.

**Wave 2: targeted provision:** Some students may require intervention; this is a short burst of targeted group support, designed to help close the learning gap.

**Wave 3: individual provision:** Students will be considered on an individual basis and evidence must be present to show that they are consistently unable to access the curriculum.

## Home provision

- Encourage use of the Dyslexia pack provided both at home and at school.
- Oversee home learning and check the student planner for deadlines to support organisation
- Read a suitable level book, where most words can be read correctly, and ask questions to check the child’s understanding. If the right level book is chosen this should improve confidence in reading.
- Use technology to engage with literacy: Lexia, Office 365 Immersive Reader (both accessible via the school’s gateway), Nessy, Touch Type, MySpellings app, memory games. There are many apps available on Apple/Android to support dyslexia
- Spend time learning spellings. Often practical techniques work better like: iPad apps, playdough, and writing on Lego blocks and building words. This should be repeated several times over the week to stay in the memory.
- Talk to your child to discuss the difficulties that they experience and try to encourage strategies that support learning in the home environment.



Famous people who have dyslexia

# Pupil Premium Funding



## What is the Pupil Premium?

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

This is based on research showing that children from low income families perform less well at school than their peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

## How do we spend the Pupil Premium?

At St Edward's we believe that all students should have the opportunity to succeed regardless of their background. Primarily we will invest the money in quality first teaching as there is a wealth of evidence that shows that this has the biggest impact on the attainment of disadvantaged children. In addition to this we will also look at specific academic interventions such as small group tuition or supplying revision materials.

However we also recognise that often disadvantaged students can also struggle with pastoral issues. Therefore we have also used to the pupil premium fund to support the work of our student engagement team and attendance officer so that all disadvantaged students are supported during their time with us. For further details about how we spend the pupil premium please see the school website. The latest information will be made available by the end of November.

## How can you help?

There are many simple ways that parents and carers can support disadvantaged children. Making sure that these students are in school as much as possible is essential. On top of this talking to them about what they have learnt that day, and making sure that they have a space at home to study and complete their homework are also hugely important. Finally attending parents evenings and contacting the school through your child's tutor are other excellent ways that you can help.



# Formal Assessments for this Half Term

Subject	Topic Title	Main Assessment Activity
Art	Core Skills	Mark making and the work of Van Gogh. <b>W/C 17/12</b>
Computing	Talking like a computer. Understanding how binary is used to represent data.	A knowledge and application assessment on converting binary into other data types, such as numbers and pictures. Date dependent on class.
Drama	Gothic Theatre	Performance of a gothic extract. <b>W/C 10/12</b>
English	Sail the Creative Seas	Non-fiction creative writing: Describe/Narrate. <b>W/C 12&amp;19th November.</b>
Geography	Global development	Exam style series of questions. <b>W/C 10/12</b>
History	The Norman Conquest	Extended piece of writing under timed conditions: Why did William win the Battle of Hastings? <b>W/C 21/11</b>
Maths	Calculating F, D and P. Visualising and constructing. Investigating property shapes Measuring spaces	Assessment task for each topic alongside an end of term assessment. <b>W/C 26/11</b>
MFL	<b>French:</b> Mes passetemps – free time activities <b>German:</b> Meine Schule – my school	Listening and Speaking assessments. <b>W/C 10/12</b>
Music	Elements of Music	Spooky music composition and performance. <b>W/C 26/11</b>
PE	Students will be on different sports, dependent on their pathways.	Summative assessment will be made at the end of each sport throughout the Half term. <b>WC 19/11 &amp; 17/12</b>
RE	People of God	Mid unit presentation and formal assessment. <b>WC 17/12</b>
Science	Cells Matter	Written test completed in class for all topics listed using past KS3 science questions. <b>WC 10/12 &amp; 17/12</b>
Technology	Resistant Materials – Mood light  Graphics – Pop Up Cards  Textiles – Planner Cover  Food	Designing CAD CAM acrylic pieces for the laser cutter in the style of 'festivals of light'.  Evaluating existing pop up card products, making different pop up mechanisms and making/evaluating final product.  Designing ideas for cover, making skills including using a variety of embellishing techniques.  Health, Safety and Hygiene, Weighing & Measuring skills, Making fruit muffins and pizza.  <b>1st Rotation Ends w/c 19/11 2nd Rotation Begins w/c 26/11 – 21/01</b>

# Boys' Achievement

There has been a worrying trend over the last 15 years that girls are outperforming boys. At GCSE, 2016 saw an 8.9% gap between the achievement of girls and boys, a pattern repeated in further and higher education also. Gary Wilson has been working on raising boys' achievement for many years and has identified a number of barriers to boys' achievement including a lack of independence prior to starting school, difficulties in structuring written work and a lack of opportunities for reflection.

Peer pressure is often cited as one of the biggest reasons for boys orientating away from education and as such Wilson argues that it is vital for boys to be able to achieve away from the 'prying eyes of their peers'. This could be in the form of helping younger students at school or siblings at home with home learning, reading or organising their own projects for example. By giving boys a positive focus for their natural leadership ability, it can be a means of allowing boys to succeed and challenge gender stereotyping. A common misconception is that boys love competition: In fact, boys who win love competition. It seems more accurate to say that boys love challenge, an idea which is being embodied across the school with changes to student's working practice such as flipped and independent learning. This also creates an opportunity for perhaps the biggest motivator: Rewards. We like to receive praise, yet on average boys will hear more negative comments compared to words of encouragement. Wilson argues that setting short-term goals that are recognised and rewarded are a successful strategy for raising boys' engagement with work and subsequent achievement. Some further practical ideas for supporting your son include:

- Be active in boys' education
- Develop their independence – don't do everything for them
- Get good male role models

You can visit his website for more information: <https://www.garywilsonraisingboysachievement.com/>



## Managing the transition to secondary school.

- Encourage your child to participate in one of our many extra-curricular clubs, either at lunchtime or after school. This will encourage new friendships and may even lead to new interests/skills.
- Your child will often be set home learning with varying deadlines and the tasks won't always be the same. To help with this you could try making a timetable for homework with your child, allowing them to put in time for breaks etc. so that they take ownership of what they are doing and when. Ensure that where possible, your child has a quiet space free from distraction while they complete homework. Try to avoid background noises such as television so that they can fully concentrate on the work set.
- Check your child's planner regularly so that you can see what homework is being set and any other notes that may have been sent home from your child's tutor or teachers. Form tutors will ask for planners to be signed regularly to check that parents/carers are aware of their child's pastoral progress in school.
- Children will write in their homework on the day that it is set, but it can be a good idea for them to also write, for example, "Science homework due in" in a different colour pen on the actual day that it is due in in their planners. This way they have a record of what homework is being set that week but can also see what homework is due in that week rather than forgetting to do it because the homework task was written 2 pages previously.
- Whilst it is hard to avoid technology, a high number of friendship issues at secondary school often stem from comments made on social media or on group chats. Try to encourage your child to switch their phones off/have some time away from them, especially in the evenings and discuss the importance of thinking about the consequences before posting anything online.