

Colvestone Primary School Development Newsletter



What's this all about?

This is our school development newsletter. It will inform you of our School Development Priorities (SDP's) set out in our 2023-2024 School Development Plan (SDP) and will provide you with subject specific updates on the progress of our school improvement journey.

Our School Development Priorities are:

SDP1: To further develop staff at all levels

SDP2: Continue to develop high quality inclusive practice

SDP3: Continue to embed a mastery approach to teaching and learning in maths so outcomes improve across the school.

SDP4: To continue to develop our curriculum provision. (Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)

SDP 5: To prioritise a quality provision for staff and pupil's mental health and wellbeing.



SDP1: To further develop staff at all levels

Staff continue their journey of raising the standards of teaching and learning.

Subject leads have created action plans that demonstrate raising standard in their subjects they lead. We have already seen some successful events organised by our leaders such as, Maths Week, Ancient Greece Day and Science Week. These provided exciting and engaging activities, dress up days and workshops.

A key development for all staff this year is Adaptive Teaching. All staff at Colvestone have been provided with group training or individual support with children they work with.

One of our LSA's (Learning Support Assistant) has taken on the role of a HLTA (Higher Learning Teaching Assistant) and she is being supported in achieving her qualification.

She has also taken on the role in leading outdoor play and has provided a positive and exciting timetable for children too utilise an array of different activities during lunch play. The feedback from the children has been very positive.

	Monday	Tuesday	Wednesday	Thursday	Friday
Pitch Area	Football: Year 6, 1 and 2	Football: Year 5, 4, 3 and 6	Basketball: Year 6, 1 and 2	Basketball: Year 5, 4, 3 and 6	Cricket
Adult Focus	King of the Hill	Parachute games	UK down football	King of the Hill	Skipping ropes
Track	Jumping paper balls	Stompbox	Space hoppers	Twins and Crates	Obstacle course
Grass Area	Snakes and ladders	Hockey	Throwing and catching—bean bags, small hoops, and cones	Clayboards and crayons	Bats and ball

Due to the sad new of Colvestone closing, Hackney have also provided a number of 1 to 1 meetings and workshops to support staff in their future careers. These include CV and interview workshops and 1 to 1 career meetings.

SDP2: Continue to develop high quality inclusive practice

This term, we will continue to promote high quality inclusive practice across the school. SEN provision across the school will continue to be monitored through SEN Learning Walks and SEN book looks.

This term, there will be SEN Reviews with parents and teachers to set new targets for the term. Annual Reviews for some of the pupils with Educational Health Care Plans will also be held.

We will continue to work with a range of integrated services such as, our Speech and Language Therapist, Educational Psychologist, Specialist Teacher, School Nurse and the REU to support SEN pupils. In our termly integrated services meeting, we will map the provision of all pupils on the SEN Caseload and plan to meet their needs. In the meeting, we will also discuss what support can be put in place to support transitions for pupils with SEN.

SDP3: Continue to embed a mastery approach to teaching and learning in maths so outcomes improve across the school



Maths continues to be a priority for our school, as it is important for children to gain skills from EYFS that can be used and enhanced as they progress on their primary mathematical journey. It is also necessary for maths to be fun and exciting for children, which is why we planned a week of focused maths activities during Maths Week. Throughout this week, children engaged in fun problem-solving activities to use and develop their mathematical skills. Children and staff dressed up in different ways to represent maths.

Parents were involved too and were invited to join in with a maths lesson in their child's class during Big Maths. There was a fantastic buzz and excitement about maths around the school, especially during the TTRS competition between staff and KS2. In the Spring term, we will establish weekly TTRS competitions between classes to continue the enjoyment and learning gained from accessing the programme.



This term we will continue to embed the White Rose maths programme across the school giving children opportunities to recall prior learning by using Flashbacks which consist of questions from the previous week, previous unit and the previous year. In addition, there will be an emphasis on problem solving and reasoning, by giving children ample opportunities to apply what they have learnt, problem solve and reason mathematically. Teachers have received training on strategies to support problem solving and reasoning from Miss Ephraim. During the session, teachers explored different strategies to facilitate problem solving such as encouraging children to talk about what knowledge they have already that can help them to solve a problem, how they can apply the knowledge, record their answers and then check before finishing.



Miss Ephraim and Miss Hippolyte will continue to work together to identify suitable strategies and resources to support children with SEND. Children will have access to a range of concrete maths resources to support their learning, along with visual cues and adult support when needed.

SDP4: To continue to develop our curriculum provision.

(Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)

The children thoroughly enjoyed our topic in the Autumn term, which focused on People and Places. During our Ofsted inspection, History was the subject that received a 'deep-dive' evaluation. One of the inspectors observed lessons from across the school and remarked on the strong enthusiasm displayed by both teachers and students towards this subject. Our commitment to promoting equality and diversity through our curriculum was also highlighted in the inspection report. We organised a range of educational visits to complement our curriculum, including trips to the British Museum, Hackney Museum, and the Monument. Additionally, we had some exciting performances throughout the term. Year 4, 5, and 6 students showcased their talents at the Hackney Empire in October, alongside schools from the Blossom Federation, participating in the **Windrush at the Hall of Fame** event.

As part of our Christmas celebrations, the whole school came together for our own production of **A Christmas Recipe**, while our EYFS children presented a charming nativity play. On 23rd November, we organized an Ancient Greece Day where children had the opportunity to learn about this fascinating civilization. Many children and teachers came dressed as heroes, warriors, philosophers, and even monsters! To conclude our learning in this topic, we celebrated with our first Wow Wednesday at the end of term. During this special day, children engaged in a variety of creative projects.

In the Spring term, our topic will be Space and Aviation. We have planned a number of trips and visits throughout the term to enrich our learning experience. Furthermore, we will be commemorating Martin Luther King Day and International Holocaust Day. We have recently introduced a new Marking & Feedback Policy, which will undergo review during the term.

Our topic in KS2 art is 'Earth and Space.' Our pupils will develop their sculpting skills by shaping and manipulating materials to create mobile structures in the style of Alexander Calder whereas the upper key stage will engage in a collage inspired by Picasso. Continuing with prominent sculptors, in the early years, children will be introduced to Barbara Hepworth. They will engage in sensory exploration with materials like clay to create their own sculpture. In KS1, children will develop their skills in creating 3D sculptures (inspired by Louise Bourgeois) and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.

Our Spring 2 Design and Technology projects involve constructing mechanical systems: Japanese kites (KS1), hot air balloons (LKS2) and aviation structures (UKS2).

Museum trips will continue this term with Rizzi and Kahlo class visiting The British Museum where they will learn about contemporary art and partake in a workshop aimed at developing their drawing and printmaking skills. Year 3 will broaden their learning experience with a trip to The National Portrait Gallery where they will experiment with different techniques, building their own drawing and portraiture skills along the way. Finally, Kandinsky class will visit The National Portrait Gallery where they will engage in a mixed media workshop.



SDP4: To continue to develop our curriculum provision.

(Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)

Last term, we successfully rolled out a new approach to the teaching and learning of reading in KS2 called Destination Reader. Teachers received training at the start of the term in September and have since received further training to develop and solidify their understanding of the daily and weekly structure, it's purpose, and the key engaging elements of DR. Children have adapted well to the new approach, using the learning behaviours and reading strategies taught in each lesson to deepen their understanding of the core texts, which have been chosen in relation to children's interests, year group, and the curriculum where possible. This term, further focus will be made on written comprehension and the children's ability to transfer skills taught through their understanding of texts orally to answering questions in written form. We also updated our handwriting policy last term and teachers received training at the start of the year on strategies to teach handwriting more systematically, following explicit teaching of the formation of letters and the sets they belong to, whilst continuously focusing on consistency of size and individual style. This will continually be monitored this term and additional support provided where needed.

We also have a lot of fun events planned for this term, including Reading Week at the beginning of March. In and around this week, we will have special visitors coming in to partake in some exciting workshops with the children, a book fair where by children will have the opportunity to buy new books, competitions, and of course we will be celebrating our favourite day, World Book Day!



Colvestone has introduced Knowledge Organisers to help children remember science vocabulary and facts. A knowledge organiser is a document that gathers all of the key facts and information that you need to have a foundation of knowledge and understanding about a topic. Teachers and students use these for revision or for pre-teaching important vocabulary.

We celebrated Aviation and Space Week with fun science activities linked to our topic theme. Teachers used an **enquire-explore-explain** approach to help children learn about our universe. We asked learning questions and then gave children hands-on scientific experiences, such as observation and measurement. This helped children explain natural phenomena while creating a sense of curiosity and excitement.

Kahlo Class investigated how the earth moves. They created their own planet earth and attached string to create the illusion of a sphere as it spins.



SDP 5: To prioritise a quality provision for staff and pupil's mental health and wellbeing.

During this challenging time, leaders agreed it was very important to have a key focus on staff and pupil's wellbeing. We thought it was really important to plan fun and exciting trips and events linking to our curriculum.

Already, children have had the opportunity to visit the British Museum, Hackney Museum, The Hackney Empire, The Great Fire of London tour, The Little Angel Theatre and the Bett Show at the Excel.

The children have also enjoyed a plethora of events including, Ancient Greece Day, Maths Week, Aviation and Space Week. The children (and staff) have truly enjoyed the trips and events and we have many more planned this term and next.

The children have participated in Circle Times to discuss the closure of Colvestone primary School and moving schools. This gave the children the opportunity to discuss how they were feelings and to ask questions. We have also asked the children to complete a questionnaire to provide further information regarding their feelings and support they need. At the beginning of Spring term, the children were also introduced to a Worry Box that they designed and decorated.

What is a Worry Box?

A 'Worry Box' is a place to store away feelings that may overwhelm your child.

You may have read about this very same concept described as a Feelings Box, Acceptance Box, or Anxiety Box. It all works the same way.

When worry thoughts, frustrations or overwhelming feelings strike, your child can write them down on a piece of paper and store them away in their worry box. The class teacher or Miss Lucey will read the worries to try and support your child.



Miss Hippolyte (SENCO and Safeguarding Lead) and Miss Lucey are in regular conversations with specialist teachers from Hackney ensuring all children have a smooth transition to their new schools.

As you may be aware, Josephine Williams from Hackney has been supporting parents with admissions. She has already conducted two days of parent meetings and has another two days planned. Parents can make an appointment via our website.

Parents have also raised their concerns for support and the wellbeing of staff at Colvestone and we are taking the wellbeing of Colvestone staff seriously. They will continue to have regular wellbeing checks from the leadership team and are being given support from Hackney e.g. Wellbeing 1 to 1 meetings, workshops and 1 to 1 career meetings. We know this is a difficult time for everyone, including the staff at Colvestone and we understand the importance of taking care of our staff so they are able to take care of your children.