



Message from the Headteacher

Dear Parents

WELCOME BACK!

It feels brilliant to be able to say that after such a strange time. We have all been looking forward to welcoming the children and their families back to school. As you know, we still had over one hundred children with us each day during the summer term but it is great to know that by the end of next week, we will have 420 children back under one roof.

As you can imagine, we have put a lot of thought into how we can make the new school year a success and I want to reassure you that we have a robust Risk Assessment which has been agreed by the Trustees. I have just recorded my first assembly of the year which each class will see on their return to school. The theme of the assembly is 'The same, but different'. We are still the same school that you know and love. We are still OWPS.

But,

There are new systems and routines that we have put in place to make sure that we can keep everyone safe and sound. We are confident that things are going to go smoothly, but also know that we will need to make one or two little tweaks if we discover that things can be improved. We have always prided ourselves on being a forward thinking school that wants to be the best that it can be. Judging by the results of the parent and staff questionnaires, this is something that we achieve. We also know that there are times when things need to be adapted so that they can work even better.

I have been genuinely touched by the kind words and support that we have had from families since last March and feel that we are a stronger school as a result. There are some things that we tried during lockdown that have been a great success and we will continue with them this year. For example. Using Google classroom to set work to be done at home was a leap forward for us and we are keen to look at how we can use this for Key Stage Two homework this year. This year's Curriculum Event won't be in school. Instead, it will be a series of films that we share with you. This means that you don't have to give up an evening of your time and the film will be there for you to revisit should you want to. We will also be moving towards a digital version of this newsletter in the next few weeks which will be created using the school website. Mrs Schneider has been appointed as our Digital Lead in the Office and she is keen to make the website work for the school community. More about that in the next few weeks.

We have already had two professional days this term and have given a warm welcome to Mrs Scarff who is about to start her teaching career with us. We have also been joined by Mrs Chapman who will take the Flamingoes class whilst Mrs Fidgett is on maternity leave. Welcome to them both!

In other exciting news, I would like to congratulate Mrs Hayden who is pregnant with her second child.

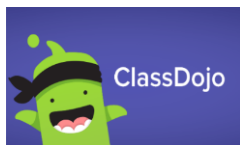
As I said in last week's letter, we have planned a full year of events but we know that some may not happen because of current restrictions. We will do our best to make this a happy, successful year for all of the children but hope that you understand that there may not be as many opportunities for you to come in to school to see them, or us.

This will be quite a short newsletter for now but I wanted to welcome you back and to say how glad we are to be able to say that!

Simon Eardley
Headteacher



Positive Behaviour Policy Update



Over the course of each year we carefully monitor behaviour in the school and assess the effectiveness of the policies and systems we have in place. Last year we introduced the 'Positive Behaviour Policy' making some significant changes to the systems we had used for a long time.

We were pleased with how quickly the new procedures became part of everyday life at Orton Wistow and although we made some minor changes between September and March, the introduction of this new policy was a success. When we re-opened school to some year groups in June we made some temporary changes to the policy and this helped us to keep the children safe and remind them of what our expectations were whilst they were in school during the pandemic.

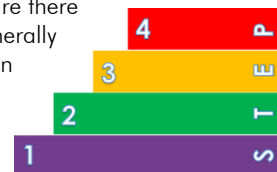
We have updated the policy ready for the return of all children over the next few weeks.

The main changes are:

Dojo Points: Parents will now be given the option to link to their child's Dojo account, allowing them to see when their child has been awarded a dojo point. Instructions to do this will come home soon. There are other tools and functions we may look to use in the future but we understand the importance of walking before running! Positive of this change: Increased positive communication with parents, allowing them to see the good choices their child has made J

Break and Lunch POT (Place Of Thought): This can't happen in the same way as the unit bubbles can't mix. Instead there will be one POT that takes place each lunchtime and children who make a poor choice that are on steps 2, 3 or 4 may receive a POT session as a sanction. For Step 2 they will spend ten minutes in the POT, for steps 3 or 4 they will spend 20 minutes in the POT. After they have eaten their lunch, the midday supervisors attached to their unit bubble will take them to the correct area in school to meet the teacher on duty. Once they have completed their ten or twenty minutes they will spend the rest of lunchtime outside. Each unit has a separate space for the POT, meaning they will not mix with children from other unit bubbles. Positive of this change: All children will have a break in the morning and at lunchtime J

Steps System: We have also added some information to the Steps chart relating to keeping ourselves and others safe in school. We introduced some 'Golden Rules for Keeping Safe' during the lockdown and these will remain in place from this point on. They are there to remind everyone of the importance of socially distancing whenever possible, washing our hands regularly and generally playing our part in making school safe. If children deliberately break these golden rules they can receive a sanction in line with the Steps system. Positive of this change: It will help keep everyone safe! J



The updated version of the Positive Behaviour Policy can be found on our school website.

PE

We want to remind you again that the children will wear their PE kit to school on the days they do PE. As we will have children across the school in their PE kit for a whole day, we are taking a tougher stance on children following our uniform code.

Your child will **only** be allowed to wear their PE kit in school if it matches our PE uniform. If this is not possible they will have to wear their school uniform and get changed for PE (As they have traditionally done).

This is what they **must** and **must not** wear:

What should my child wear?	What are they not allowed to wear?
Plain White t-shirt	Other colours and t-shirts with logos, images, messages
Plain black or dark blue shorts	Other colours, cycling shorts
Plain black or dark blue tracksuit top or sweatshirt without a hood	Other colours, tops with logos, images, messages
Plain black or dark blue tracksuit bottoms	Other colours, tracksuit bottoms with logos, images, messages, leggings
Plain black, dark blue or white socks	Other colours
Velcro shoes (Particularly applicable to KS1)	KS1 should not be wearing laced shoes

We heard that there was some discussion about these firmer expectations and in particular us banning cycling shorts and leggings.

We know that this may be unpopular with some children as it is what they like to wear. Hopefully, these children know that they can continue to wear what they want out of school. We like to think that we allow enough flexibility in our uniform in general. Secondary schools have a much firmer attitude than we do and leggings/cycle shorts are not allowed at OBA.

We have also introduced a staff PE polo shirt and sweatshirt so that staff look smart on the days they are in PE kit. We are setting the example we expect children to follow.

We hope that parents and their children will not attempt to 'bend' the above rules as we would have to take action.

Big Curriculum Changes!

Although we included this in the last newsletter of 19/20, we wanted to include it again as it is so important!

Despite the tumultuous year that we have had, we have been very busy behind the scenes reviewing what we do and thinking about how we can make it better.

Curriculum

We are delighted that 97% of parents believe that 'The school makes me aware of what my child will learn during the year.' We have worked very hard on this and introduced our Curriculum Newsletter for Parents (which outlines the upcoming topic) and our Curriculum Update (which outlines the changes we are making in each subject).

A year ago we revamped our topics and introduced many new ones across the school. We are now ready to announce the next exciting step in our Curriculum!

We have now mapped each individual subject across the school and will publish these on our website before the start of next term. This means that, as a parent, you can click on your child's year group to see the Curriculum Map for each subject, by each term. You will also be able to click in an individual subject to see how it progresses from one year to the next. Our new documents, which we are calling our Curriculum 2.0, are broken down into the Knowledge, Understanding and Skills that we will teach the children and we have also prioritised the key Vocabulary for each subject.

Here is an example:

Orton Wistow Primary School – Curriculum Plan											
Subject: Science – Everyday materials			Year: 1			Term: Autumn					
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.			Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Hard - solid, firm, and rigid; not easily broken, bent, or pierced.</p> <p>Soft - easy to mould, cut, compress, or fold; not hard or firm to the touch.</p> <p>Stretchy - able to stretch or be stretched easily.</p> <p>Stiff - not easily bent or changed in shape; rigid.</p> <p>Dull - lacking brightness, vividness, or sheen.</p> <p>Shiny - reflecting light, typically because very clean or polished.</p> <p>Rough - having an uneven or irregular surface; not smooth or level.</p> <p>Smooth - having an even and regular surface; free from perceptible projections, lumps, or indentations.</p> <p>Bendy - capable of bending; soft and flexible.</p> <p>Waterproof - impervious to water.</p> <p>Absorbent - able to soak up liquid easily.</p> <p>Opaque - not able to be seen through; not transparent.</p> <p>Transparent - allowing light to pass through so that objects behind can be distinctly seen.</p>			<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>			<p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>			<p>Perform simple tests to explore questions – for example What is the best material for an umbrella? For lining a dog basket? For curtains? For a bookshelf? For a gymnast's leotard?</p> <p>Working Scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Gather and record data to help in answering questions.</p>		

Teachers will use these documents to make sure that what they teach is an extension of what the children have done before and gets them ready for what is coming up next.

We have then created Knowledge Organisers for each subject for the Autumn Term. These are the child-friendly versions of the Curriculum 2.0 documents and will be shared with the children. They set out what we expect the children to be able to know and understand, as well as the vocabulary that we want them to use. We are already thinking about how we will assess whether the children have mastered these. We are introducing more regular, low-stakes testing to help us to assess the children. These will often be in the form of quizzes.

Here is an example of the Knowledge Organiser that corresponds to the Science plan above:

Orton Wistow Primary School Knowledge Organiser

Year : 1
Term : Autumn
Subject : Science – Everyday Materials



Vocabulary

Hard - solid, firm, and rigid; not easily broken, bent, or pierced.

Soft - easy to mould, cut, compress, or fold; not hard or firm to the touch.

Stretchy - able to stretch or be stretched easily.

Stiff - not easily bent or changed in shape; rigid.

Dull - lacking brightness.

Shiny - reflecting light, often because very clean or polished.

Rough - has an uneven or irregular surface; not smooth or level.

Smooth - has an even and regular surface; has no lumps or dents.

Bendy - capable of bending; soft and flexible.

Waterproof - water cannot pass through it.

Absorbent - able to soak up liquid easily.

Opaque - not able to be seen through; not transparent.

Transparent - able to be seen through; light can pass through easily.

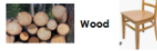


Knowledge

Here are some different materials. Can you think of some other objects made from these materials?



Glass



Wood



Plastic



Fabric



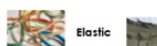
Metal



Paper



Rock



Elastic



Understanding

Use these words to describe.

- What a material is like
- What a material might be used for.

Rough
Smooth
Opaque
Waterproof
Dull
Transparent
Absorbent
Stretchy
Bendy
Hard
Soft
Shiny
Stiff

Reading

Last year we saw an increase in the number of children who were reading five times a week at home. Thank you! This will continue to be a priority for us. We also introduced the Star Reading assessment tests and Accelerated Reader.

Whilst we have been 'closed' we have undertaken a massive amount of work to develop our English Curriculum. This has included:

- Creating a comprehensive 'What Does English Look Like at OWPS?' document which we will publish on the school website. The document sets out, in minute detail, our approach to teaching Reading, Writing, Phonics and Handwriting. (There is also a 'What Does Maths Look Like at OWPS?' documents which we will also publish.
- We have undertaken an 8 month project to consider best practise and scientific research about the best way to teach children to read. Our English Working Party have started with a fresh sheet of paper and developed a brand new plan for how reading will be taught across the school. Our Curriculum Evening will outline this in September. Teachers have received high quality training in this area and have helped shape what we will do.
- We have realigned our Colour Band books with the Phonics Phase bands and purchased new stock where there were gaps. We will write to you about this in September as some books have been re-banded and the colours changed. Children will only move to a new colour when they are completely secure at the Phonics Phase they are at.
- We have also mapped our phonics programme and set clearer expectations for each milestone. (These are outlined in the 'What Does English Look Like at OWPS?' document). We are also looking at how we teach phonics as there is likely to be a change in September.
- We have put all of the books in the library into the Accelerated Reader programme and they now have stickers on their spine. Where we have gaps, we have bought new books. The books we have bought have been paid for by the FOWS – thanks! 😊

Rewards and Sanctions

As you know, we introduced a new Positive Behaviour strategy last September. 96% of parents believe that the school makes sure that pupils are well behaved and 97% of staff believe that 'Staff consistently manage the behaviour of pupils well' and 100% of staff agree that 'This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils.' As you can imagine, we are very proud of these results.

We also introduced an email system to let you know if your child received one of the lower level Step Forms. This has worked well but made us realise that we had worked hard to let you know when your child had not made a good choice, but we hadn't found a way to let you know when they had!

We have really enjoyed using Dojo in class and know that it is a favourite with the children. There is a Dojo app which lets parents know when their child has received a Dojo point and we are going to introduce this in school in September. Hopefully it will help you when your child can't tell you what they did that day! You'll also be able to see when they have received positive recognition.

There are many other new things that we plan to introduce next term, such as a new PE scheme, but we will keep some things up our sleeve until September.

ORTON WISTOW PRIMARY SCHOOL

FACE MASK GUIDE

Current government advice is that face coverings should not be worn by pupils at primary school.

What will we do when a child wants to wear a mask to or from school?

- All masks must be removed when entering the school site.
- Disposable masks will be thrown in the bin when the child enters the school and they will then put on a fresh one as they leave at the end of the day.
- Reusable masks must be put in a named zip lock bag which will be stored in the child's locker. (FS children will have their mask taken home by their parent.)

Taking Off a Mask

Wash your hands before taking off your mask.

Untie the strings behind your head or stretch the ear loops.



Handle only by the ear loops or ties.

Fold outside corners together.

Disposable masks: Thrown in the bin.

Reusable masks should be folded in half and placed in a named plastic bag and then washed that day.

Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

Putting On a Mask

Wash your hands before putting on your mask.

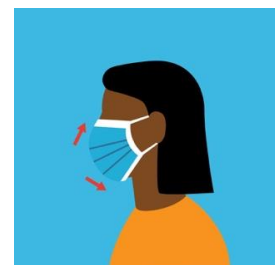
Touch only the bands or ties when putting on your mask.

Put it over your nose and mouth and secure it under your chin.

Try to fit it snugly against the sides of your face.

Make sure you can breathe easily.

Wash your hands after putting on your mask.



Start and End of the Day

Stuff!



In last week's letter I said that there would be a **Waiting Area** on the playground for parents to use at the start and the end of the day if they had more than one child to drop off/pick up.

Once we looked at how we had divided up the playground, we realised that this would not be practical. We have already sued furniture on the large playground to create zones for the different year groups.

If you do need to wait for another child, please stand towards the back of the playground and remember that you are responsible for the children you are looking after.

We hope that as many children as possible will come onto the playground on their own in the morning and leave on their own at the end of the day, especially the older children. This will help us to limit the number of people on site.

Some schools have banned all parents from their site and we would rather avoid doing this. We think the new routines will work, but we need your help to make them a success.

We have quite a few things that were left over at the end of last year that we need to send home with the children.



Please send your child to school with a large plastic bag so that we can send the things home.

Thanks!

Twitter

Please make sure that you follow the school and your child's class on Twitter if you are able.

We find that Twitter is a quick and efficient way to post what is happening in school and to send out little reminders.

Here are the twitter accounts:

@OWPSchool
@OWPS_fs (the Penguins and Magpies share a single twitter account.)
@OWPSelephants
@OWPSiguanas
@OWPSgiraffes
@OWPSsquirrels (we are in the process of setting this up)
@OWPSmacaws
@OWPSnightingales
@OWPSflamingos
@OWPScobras
@OWPSwombats
@OWPSarmadillos
@OWPSsharks
@OWPStoucans

