



*World Book Day and Year 3 became Hogwarts for the day!*

**National Multiplication Test for all Year 4 pupils ... coming soon...**

The DFE have announced that there will be an annual multiplication tables test (they use the word multiplication 'check'!) for all Year 4 pupils from June 2019.

They say, *"The new on-screen check will last no longer than five minutes."*

The multiplication tables check is designed to help ensure children in primary school know their times tables up to 12 off by heart.

At Willerby Carr Lane, we have long prioritised the learning of tables. We recognise that, as well as being critical for everyday life, knowledge of multiplication tables helps children to solve

problems quickly and flexibly, and allows them to tackle more complex mathematics later on in school. On the flip side, we readily see that children who don't learn their tables or number bonds, get bogged down in basic maths and then struggle with more complex problem solving as they move through the school.

In previous newsletters this year we have provided advice and guidance on **"How to help your child stay safe on the Internet"** (February 2018); **"100 fiction books all children should read before leaving primary school"** (October 2017) as well as **"Achieving Fluency in Addition and Subtraction Facts"** (February 2018) In this newsletter, we have added advice and guidance on **"How to help your child memorise multiplication facts."**



*...meanwhile, a visitor arrives from the planet Gallifrey...*

## Staffing News

We are very pleased to inform you that Mrs Wright is back with us full-time, following her medical procedures during the Spring Term. I would like to say a big thank you to both Miss Miller who covered during her absence - she did an excellent job and went the 'extra-mile', quickly becoming established as part of the team.

The Foundation Stage Team is now also joined by Mrs Holdstock who replaces Mrs Steel and will be working on Thursdays and Fridays to complement Mrs Downes. Again, thanks are due to Mrs Hibbert who helped cover the interim period—and congratulations to Mrs Hibbert for having her baby over the Easter period!

Mrs Holdstock is an excellent teacher who joins us from Victoria Dock Primary. She undertook part of her initial teacher training

with us a few years ago so knows the school well and is happy to be back with us.

## Governor News

We are pleased to introduce and welcome our newest parent governor, Mrs Jane Partis. Mrs Partis was elected unopposed at the close of nominations on 20th February.

Mrs Partis has a child in year 1 and another in year 2 and she brings a lot of skills and knowledge to our Governing Body.

Our Governors play a critical role, as part of the school team, helping to continually improve our school. They work very hard and do a great job.

We are very fortunate at Carr Lane Primary to have such a strong Governing Body, bringing professional expertise from areas of Finance, HR, SEND, Education & Research, Safeguarding, Busi-

ness Management and IT,

It should be recognised and celebrated that so many of our Governors (whether they be elected or co-opted) are parents of children in our school. It provides the basis for a really strong, local team which is dedicated and committed to delivering on the vision and values of our school, which we hold so dear.

*(For clarification, a 'parent governor' is a governor who happens to be a parent – they are not to be confused as a 'representative of parents'... as is always the case, if a parent has any worries or concerns then they should approach their class teacher directly. )*



Year 3's Roman Mosaics Installed Outside Library

**Safeguarding Certification Award**

During the Spring term we undertook a comprehensive and rigorous Safeguarding Self-Assessment which looked at over 140 aspects of our policy and practice in this area. Out of 145 aspects we investigated, 143 were fully in place and fully operational; 1 was covered but is to be developed further this term; and 1 is awaiting LA publication of guidance to schools. This impressive outcome is testament to the hard work and dedication of staff and governors at school.

It re-inforces what OFSTED said in November 2016 at their last inspection: "..., you make sure that every 'i' is dotted and every 't' is crossed when it comes to



*ensuring that policies and procedures are as they should be. You make sure, when recruiting staff, that they are subjected to proper safety*

*checks. You have ensured that staff are well trained." Thanks especially to Mrs Boughen (governor) for her help with the assessment.*

**Reading Corners Revamp in school**

Many thanks to the PFA for providing funds for us to revamp the reading corners in each of the 14 classrooms across the school. Each class now has attractive cushions/ bean bags/ seating and displays.

Reading is so crucially important throughout Primary School and developing a love of reading is key. These reading corners are now so attractive that the children can't wait to get a book! Thank you millions PFA! (And Albert Reading Dog says they are "woof-tastic!" too!



## How to help your child memorise multiplication facts...

Research in to memorisation of anything is best achieved through 4 steps, which, when you think about them, are fairly common sense:

1. Chunking
2. Systematic Chunking
3. Spaced Repetition
4. Active Recall

**Chunking** information is about breaking it up into manageable bite size pieces. For example, we usually remember our mobile telephone numbers in chunks which we recite back when asked. For the 4 x-table, a chunk might be just the first 4 facts:

- 1x 4 = 4
- 2 x 4 = 8
- 3 x 4 = 12
- 4 x 4 = 16

**Systematic Chunking** is about systematically learning each chunk in turn. i.e.

1. Memorize the first chunk to approximately 80% confidence, then
2. Memorize the second chunk to 80% confidence, then
3. Review everything so far to 80% confidence, then
4. Keep repeating, adding on chunks

**Spaced Repetition** refers to the gaps between practising your memorisation. Research dating back to as long ago as 1885, established that, ideally, practice should be:

- 5 to 10 minutes a day
- Every day!
- Use it or Lose it (up to

75% can be lost in 48 hours if not committed to long term memory)

**Active Recall** - the process of trying to drag back remembered chunks from memory is what makes them move from your short term memory to your long term memory. You can often tell when someone is engaged in 'active recall' because their eyes often tend to go up and to the corner as if trying to actually see back into their head! It's also hard work to concentrate that hard - hence spaced repetition sessions should be short.

These are the four basic steps to aid memorisation. You can apply them to times tables quite straightforwardly. First learn a given times table by chunking into, say

1x4, 2x4, 3x4, 4x4

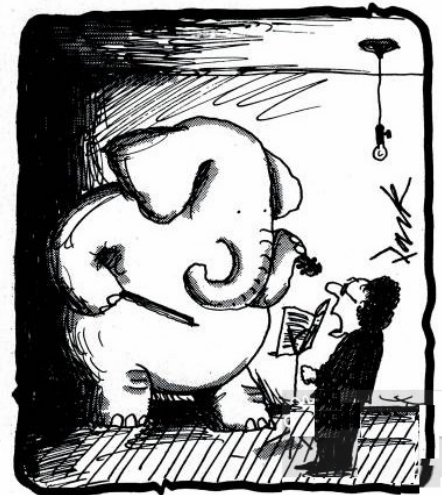
When that has been learnt to 80% confidence; move on to the second chunk of 5x4, 6x4, 7x4, 8x4

And so on.

When the 4's have been committed to memory, go on to the next x-table. But don't forget to follow the principal of systematic chunking and going back to review previous tables periodically, in order to keep them in long term memory. Even the best learned facts will degrade with time if not revisited regularly.

## Advanced Memorisation Tips !!

You can build on the 4 step memorisation technique above with various tips and techniques:



"No, no, no! Attack the vivace passages! Slow down the andante! Where is this great memory I'm always hearing about?"

**Prioritisation** - this means spending more time on the things you don't know well and less time on the things you do know well. For example, if you have 12 cards with a x-table fact on each, and there are only 2 that you don't know very well, then it is better to test yourself on these 2 more often than the other 10. It avoids a false sense of confidence and builds in efficiency.

**Visualisation** - memory is predominantly visual. Try closing your eyes when memorising.

**Pre-viewing** - go through each of the 12 facts for an individual x-table to see the big picture of what you are going to be learning before focussing on the big picture.



**Colour chunking** - write each chunk out in a different colour.

**Speak it out loud** (50% more likely to remember)

**Font** - if typing up facts, use Times New Roman—apparently it is the fastest to read!

**Rewards** - reward yourself regularly!

**Time of day** - choose a time when you have energy and focus

**Movement** - ever tried pacing up and down while trying to memorise something? Keep alert and engaged.

**Apps** - there are plenty of apps available to help—some are even based on the principles mentioned.

### **Obstacles and Traps! -**

•What remains in your memory from an experience depends mostly on what you thought about during the experience. So,

- Don't listen to music
- Don't multi-task. Concentrate solely on memorising



## **Royal Shakespeare Company - drama training for our Teachers**

One of our teachers, Miss Edwardson has been working with the Royal Shakespeare Company over the past two years, being trained to use the RSC rehearsal room drama techniques to support learning in the classroom. The RSC believe that the approach developed in their actual Rehearsal Room can help to unlock Shakespeare for young people of all ages from 4 to 11 as well as bringing other literature to life.

New research from the University of Warwick shows that using the Royal Shakespeare Company's (RSC) approach to studying Shakespeare can significantly improve student language acquisition and skills.

The study focussed on evaluating the impact of the RSC's approach to teaching Shakespeare, which uses the same techniques used by actors in rehearsals, and its impact on the language development of children and young people. Work with schools using RSC techniques in the classroom has been rigorously tested over 10 years.

- 95% of teachers said that using RSC methods to study Shakespeare resulted in their students becoming more willing to contribute ideas and opinions in class.
- 94% also said that the work was a catalyst to helping young people 'find their voice' – improving pupils' language skills and their confidence with language, as well as giving them valuable experience of speaking out loud in front of peers and classmates.
- 95% of teachers reported an increase in confidence and understanding of what they are capable of as students get to

grips with and 'crack' Shakespeare.

- The way of working was of particular benefit for boys previously considered to be 'disengaged' or low-level learners.

Miss Edwardson has been working this year with a group of teachers across our school to 'dip our toe' in the water and try some of these techniques out in the classroom. At our training day at the beginning of the Summer term, all of our teachers were introduced to the approach and some of the techniques. It was a great fun day and teachers are now keen to try some of these ideas out this term.

Next academic year, we will be having members of the RSC themselves coming in to school to lead our staff in developing their skills and approach even further. We are hoping to be able to develop a long-term partnership model with them.

Year 2 themselves are planning to surprise us with their end of year show... but I can't tell you about that yet ... (hush, hush!)



**With best wishes from Mr Smith and the whole staff team**

Please see separate attachment: *Diary Dates for 2017-18* – with any changes highlighted in Yellow as the year progresses.

