



Willerby Carr Lane Primary School

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Newsletter

9th October, 2018



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Welcome to
Willerby Carr Lane Primary School



New School Website

Hopefully you have had a chance to visit our new school website. We have a new website address to go with it which you may want to bookmark:

willerbycarrlaneprimary.org.uk

Currently, if you try to use the old website address, it will automatically redirect you to the new one—I'm not sure how long it will do this for, so you might want to update your favourites/ shortcut to our new address.

The new website also has a yearly calendar with key events listed.

Parents' Evening Week

Parents' evenings will be held during the week commencing 22nd October. These will provide a good opportunity to see how your child has settled in after seven weeks in school and to check their progress.

As always, if you have any issues, please do not wait until parents' evenings—please drop in to see your child's class teacher at the end of the school day (please try to avoid Mondays—it is our staff meeting day and teachers will be very limited with their time.)

Lunch-time and After school clubs

There are a large number of clubs which run during the day at lunchtime and after school.

Please see the attached list to see if any are of interest.



How do we teach maths calculations at school ?

Please see the attached document: **Calculation Progression.pdf** which illustrates how we teach the four number operations (+ - x ÷) as children progress through the school.

Many of us remember, from our own school days, the short formal method for, say, column multiplication or column addition. We often remember rules involving ideas like “I need to borrow/ carry/ pay back” although we might not be entirely sure why we need to do this beyond following the rule. Often, we can’t remember the stages we went through in our mathematical learning before we were able to get to this point.

At Willerby Carr Lane Primary School, our maths teaching is based on developing a rich understanding of number. We teach children to develop their mathematical fluency without simply resorting to rote learning. We teach children to apply reasoning to solve challenging, non-routine maths problems which go beyond simply applying memorised procedures.

Children are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. This leads to greater progress because it ensures that students are secure in their understanding. The emphasis is on promoting multiple

methods of solving a problem, building self-confidence and resilience in pupils.

A key element of our approach to teaching maths is the idea of journeying through Concrete, Pictorial, Abstract (CPA) representations. CPA is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. CPA was developed by American psychologist Jerome Bruner. It is an essential technique within the Singapore method of teaching maths for mastery.

Children will travel along the CPA continuum again and again, often revisiting previous stages when a concept is extended. Children use concrete objects to help them make sense of the concept or problem; this could be anything from real or plastic fruit, to straws, counters, cubes or something else meaningful. Whatever the objects are, they can be moved, grouped and rearranged to illustrate the problem.

As the child’s experience and confidence grows, they may no longer need physical objects to actually move around. Instead, they draw them. These simple pictures to represent the problem could be pictures of real objects they have used in the past, objects mentioned in the problem or something else meaningful.

As understanding develops, children move on to use some form of abstract representation. This could be giving values to rectangular bars (bar model) to identify what is known and what is unknown, using a symbol to stand for a number or something else.



It is important to realise that these are not stages gone through once, but a continuum. There will be occasions when a particular child will use concrete, pictorial and abstract representations all in one session. A child who uses abstract representations in one area may need concrete representations in another. On a different occasion, a child may need to revisit a concrete representation before moving on to a pictorial or abstract one. Therefore, it is important that a variety of representations are available for children to use at all times. Sometimes children will need to touch and manipulate, but at other times simply seeing or imagining the representation will be enough.

Using the CPA approach, understanding is likely to be developed more quickly where children are encouraged to start from modelling a problem with concrete objects, before moving on to pictorial and abstract representations. Therefore, a variety of manipulatives are made available in the classroom, and not just for Key Stage 1 children.

So, if you are trying to help your child at home to develop their understanding of number, then take a look at our attached calculation progression document. It illustrates how you can use the CPA approach with each of the four number operations to really develop a firm understanding and not simply rely on a set of ‘rules’...

<p>Column method without regrouping</p>	<p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract. Again make the larger number first.</p>	<p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p>	<p>$47 - 24 = 23$</p> $\begin{array}{r} 47 - 24 = 23 \\ \underline{40 + 7} \\ \underline{-20 + 4} \\ 20 + 3 \end{array}$ <p>This will lead to a clear written column subtraction.</p>
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Moth for Amy

Miss Carmichael is looking forward to working with pupils to design and decorate our Moth for Amy which is on loan with us for a month.

It's really exciting to have one of the original moths in school and to have the challenge of designing and decorating it. We'll keep you updated with our progress.

Many thanks to Strata group for choosing our school.



TRAIN TO TEACH

Are you thinking about kick-starting an exciting new career in teaching? If so, our *Train to Teach event* is the perfect opportunity for you to learn all you need to know about teacher training and how to apply.

Who is this event for?

Our event is designed for anyone who has a degree and is interested in teaching - particularly those who are



considering starting their initial teacher training in **September 2019**. It offers a great opportunity to get all your questions about teaching and teacher

training answered.

What to expect

If you attend the *Train to Teach event at the University of Hull on Wednesday 28th November 2018, 4 to 7pm*, you'll be able to:

- discuss the different teacher training options available, to help you decide which would best suit you
- meet representatives from our own and other schools/universities that deliver teacher training in this area, and find out about their courses and entry requirements
- receive advice on submitting a successful UCAS application
- talk to practising teachers, including those who have changed career to

teach, about what a career as a teacher is really like

- find out about bursaries, scholarships and funding available for teacher training

How to register

<https://getintoteaching.education.gov.uk/teaching-events>



On-line safety: what are the issues?

The internet – on the whole is an inspiring and positive place.

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices.

However, the internet is always changing, and being able to keep up to date with your children's use of technology

can be a challenge.

You may sometimes feel that your children have better technical skills than you do, however children and young people still need advice and protection when it comes to managing their lives online.

Issues that your child may encounter on the internet will vary depending on their age and online activities.

Children are gaining access to and owning their own devices from a ever younger age. Devices can be great for learning and

development, however parents should be aware of the content available online and the chance of your child seeing and hearing something they shouldn't when online.

At school we have an e-safety curriculum which runs through all year groups.

At home, the ever-changing apps that children access, can seem bewildering. To help parents find information, we have a dedicated page on our school website, under the 'parents' tab, which will signpost you to a range of up to date information from national online safety organisations.

It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech - related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?

47%
of parents
said they thought their children spent too much time in front of screens

What parents need to know about SCREEN ADDICTION

SMARTPHONE ADDICTION IS A RECOGNISED HEALTH CONDITION
Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction.

IT CAN CAUSE SLEEP DEPRIVATION
7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

CONFIDENCE, SUPPORT & ACCEPTANCE
The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE
Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.

LOSS OF INTEREST IN OTHER THINGS
Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.

NOS National Online Safety

Top Tips for Parents



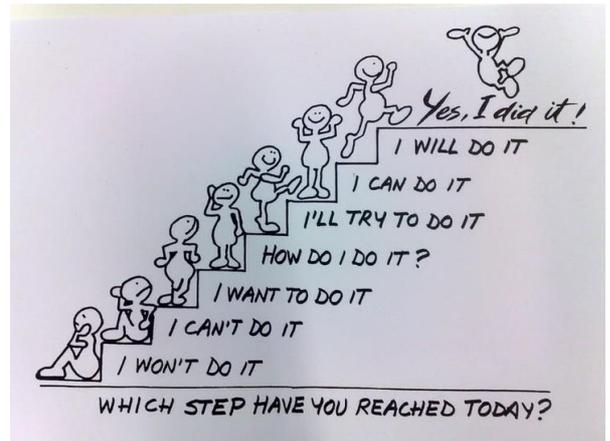
Developing a Growth Mindset

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Ways to encourage a Growth Mindset:

- Acknowledge and embrace imperfections. Hiding from your weaknesses means you'll never overcome them.
- View challenges as opportunities. Having a growth mindset means relishing opportunities for self-improvement. Learn more about how to fail well.
- Try different learning tactics. There's no one-size-fits-all model for learning. What works for one person may not work for you.
- Replace the word "failing" with the word "learning." When you make a mistake or fall short of a goal, you haven't failed; you've learned.

- Value the process over the end result. Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.
- Emphasise growth over speed. Learning fast isn't the same as learning well, and learning well sometimes requires allowing time for mistakes.
- Reward actions, not traits. Tell students when they're doing something smart, not just being smart.
- Redefine "genius." The myth's been busted: genius requires hard work, not talent alone.
- Portray criticism as positive. You don't have to use that hackneyed term, "constructive criticism," but you do have to believe in the concept.
- Place effort before talent. Hard work should always be rewarded before inherent skill.
- Highlight the relationship between learning and "brain training." The brain is like a muscle that needs to be worked out, just like the body.
- Cultivate grit. Students with that extra bit of determination will be more likely to seek approval from themselves rather than others.
- Use the word "yet." Dweck says "not yet" has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven't mastered it yet.
- Think realistically about time and effort. It takes time to learn. Don't expect to master every topic under the sun in one sitting.
- Take ownership over your attitude.



"In one world, effort is a bad thing. It, like failure, means you're not smart or talented. If you were, you wouldn't need effort. In the other world, effort is what makes you smart or talented." –Carol Dweck



Reading Education Assistance Dogs (R.E.A.D.)



...is a reading program that uses dogs to increase a child's desire and ability to read. Increasing motivation to practise reading is integral to

improving reading skills. A child's motivation to read independently is a key factor in the overall improvement they will achieve, and, unsurprisingly, pupils who spend more time on independent reading tend to earn higher reading scores.

Each week 'Albert' comes to school for 1 hour to listen to children read to him. Reading sessions last between 10-15 minutes and involve children sitting and reading to Albert in the Headteacher's office, the library or a room in school.

An example of a child reading to Albert can be seen at the following link:
<https://twitter.com/WCLPS/status/887625777872867328>

Albert has been coming to school for a year now and all the children seem to have really enjoyed it and Albert says "Woof!" - which means he has really enjoyed it too!!!

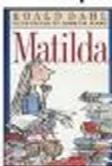
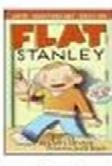
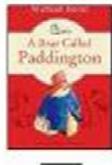
Albert is used to children and has often accompanied pupils on the annual school sponsored walk. He is a Cavachon breed which is regarded as hypoallergenic and therefore presents limited risk of allergies.

While he is in school for his hour he sometimes likes to go for a walk around – always on his lead. The children round school love to see him. But, if you do not want your child coming in to close contact with him can you please let the office know.

100 fiction books all children should read before leaving primary school...

Please see our website for a full listing, compiled by The Times Education Supplement and the National Association for the Teaching of English, of the top 100 fiction books all children are recommended to read before leaving primary school.

Top 100 Books : Challenge: 1 - 32

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 <input type="checkbox"/>	 <input type="checkbox"/>	<p>The TES published a list of the 100 books you should read before leaving primary school. How many of these books have you read already? The books you have read tick, your challenge is to read as many as you can over your school year. You can then tick the books that you have read or give a rating out of 10, it is up to you. Enjoy your challenge and keep reading.</p>								

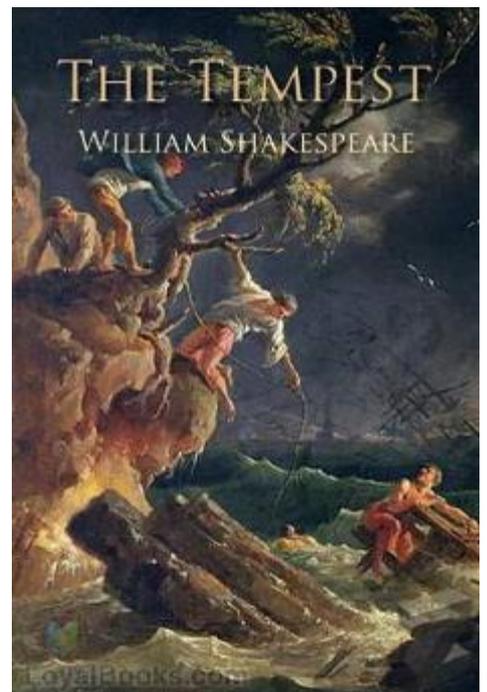


The Tempest Day

On Thursday 25th October we shall be having a whole school 'Tempest Day' to get children inspired and hopefully excited about our Shakespeare English project which will run through the second half of the Autumn term and the first half of the Spring term. On our Tempest Day, teachers will be leading a range of fun activities across the curriculum including Art, Music, Drama and Science on the theme of storms.



In William Shakespeare's *The Tempest*, Prospero's island appears to be an ideal utopia. Survivors are washed safely ashore the island. Estranged siblings, Antonio and Prospero, reconcile. Marriage is promised between Ferdinand and Miranda. The schemes by Stephano, Trinculo and Caliban against Prospero fail and they are justly punished. Freedom awaits Prospero's servants, Ariel and Caliban, as Prospero prepares to leave the island. Every character seems to receive what they deserve. Prospero's island appears perfect...



Year 6 Victorian Day

To see these and other pictures, please see our Flickr pages



Go to :

<https://www.flickr.com>

and search for "WCLPS" or,
alternatively, follow links
from any of our associated
tweets.

With best
wishes
from
Mr Smith &
the whole
staff team.

