



**Chiddingly Primary School**  
 Muddles Green  
 Chiddingly  
 Lewes  
 BN8 6HN

**NEWSLETTER 17**  
 Friday 24th January 2020

Executive Headteacher: Mr James Procter  
 Email: office@chiddingly.e-sussex.sch.uk

*"Achievement for All, Learning Together, Learning for Life"*

**Attendance**

The whole school attendance for this year so far is **95.74%**

This week's attendance: **94.66%**

**Oak - 97.14%**

**Beech - 94%**

**Willow - 95.19%**

**Sycamore - 93.56%**

Well done to **Oak** for having the highest attendance this week!

**100%**      **96.5 to 99.9%**      **95 to 96.4%**  
**Less than 94.9%**

**Parent Questionnaires**

Please find a parent questionnaire attached to this newsletter. Paper copies are available from the office. Please return to the office by **Friday 7th February**.

**Diner of the Week:**

**George D**

For being polite, showing good table manners and following all our golden rules.



Please keep an eye out for size 1 Clarks shoes, as a child has lost their pair. Many thanks.

**Learning Powers Certificate**

On 31st January at 9.10am the following children will be celebrating their achievements. Please come along if you are free.

Oak - Charlotte

Beech - Maxwell R & Jake

Willow - Sebastian

Sycamore - Jasmine

**Top Table winners:**

**USA (35 points)**

George S

Kodie

Henry

Ryan

Harrison

George H

**Parent Forums**

**T4:** 31st March at 9am and 3pm

**T5:** 29th April

**T6:** 23rd June



**Wellbeing Poster**

We share a new wellbeing poster with you in the weekly newsletter. This week's poster shows us how we can learn from our mistakes.



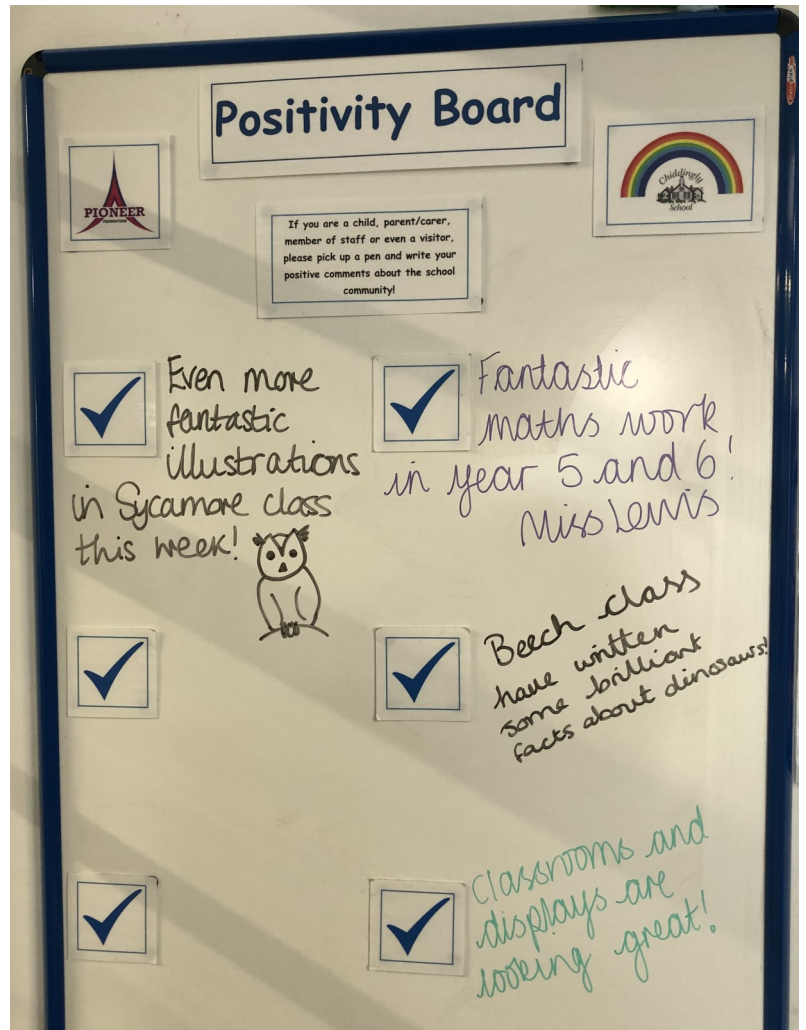
*If you need the newsletter or other school letters to be in a different format please speak to Mrs Dann in the school office. If you need help or support with access to any information, please also contact Mrs Dann.*

## Positivity Board

This board enables parents/carers, staff, children and visitors to write positive comments, or thoughts, about their time in school or during events that they would like to share with others.

Please pop in any time to write down something that you would like to share. In the newsletter every week, there will be a picture to share and celebrate the positivity within our school and community.

As always, thank you for your support!



## Dinosaurs in Beech Class

Beech Class have had a very exciting start to their term. They were starting their English lesson when a message arrived asking them if they knew anything about some strange eggs in the playground. They had to go and investigate... two dinosaur eggs were found in a nest! Mrs Mackarness took them into the classroom and they waited to see what would happen. A week later, during assembly, they hatched and Beech Class came back to three footprints on the floor of the classroom. There were lots of questions about where the dinosaurs had escaped to and some brilliant writing explaining their ideas! If you see the dinosaurs, please let Beech Class know!



## **Forest School**

This Wednesday, Beech Class had a lovely wet and muddy trip down to the woods for Forest School. They pretended to be dinosaurs, stomping through the swamps! It was great fun! They then had time to have free exploration play.

A little bit later, they played a game where the carnivorous dinosaurs 'hunted' the herbivores, in other words they played 'hide and seek'. They then made the skeletons of a T-rex and a brontosaurus using sticks.

A big thank you to Miss Waterman, Katie, Marion and Louise.



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# Dates for your diary 2019/2020

## February 2020

14th – International Day & end of term

24th – Term 4 starts

## March 2020

5th – World Book Day

10th & 12th – Parent Consultations 4pm-6pm

27th – Enrichment Day

31st – Parent Forum at 9am

## April 2020

3rd – Easter Service at 2pm & end of term

20th – Term 5 starts

29th – Parent Forum & Willow Class swimming at Bede's

## May 2020

6th, 13th & 20th – Willow Class swimming at Bede's

7th – VE Day celebrations

8th – School closed (bank holiday)

11th – Year 6 SATs Week

15th – Enrichment Day

22nd – Sports Day and picnic & end of term

## June 2020

1st – INSET day

2nd – Term 6 starts

10th – Sycamore Class swimming at Bede's

15th – Bikeability week for Sycamore

22nd – Sycamore residential trip (Mon to Wed)

23rd – Parent Forum

## July 2020

1st, 8th & 15th – Sycamore Class swimming at Bede's

3rd – School Disco

7th – Production dress rehearsal at 1.30pm

9th – Summer production 2pm and 6.30pm

10th – Reports out to parents

14th – Parent Consultations regarding reports only

21st – Leavers' Service at 2pm and end of term



# Parent Questionnaire

Name (if you wish) \_\_\_\_\_

	(please tick)	Strongly agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child is happy at this school					
2	My child feels safe at this school					
3	The school makes sure its pupils are well behaved					
4	My child has been bullied and the school dealt with the bullying quickly and effectively					
5	The school makes me aware of what my child will learn during the year.					
6	When I have raised concerns with the school they have been dealt with properly.					
7	My child has SEND and the school gives them the support they need to succeed.					
8	The school has high expectations for my child.					
9	My child does well at this school.					
10	The school lets me know how my child is doing.					
11	There is a good range of subjects available to my child at this school					
12	My child can take part in clubs and activities at this school					
13	The school supports my child's wider personal development.					
14	I would recommend this school to another parent					

Thank you for taking the time to fill out this questionnaire.  
Please return this to the School Office by Friday 7th February

## We Love Reading!

At Chiddingly School, we believe that reading should be enjoyed by everybody and that children (and adults) should have opportunities to lose themselves in a great book. In order to expand our reading experiences, we are asking staff, children, parents and friends of the school to send in 'recommended reads' for us to explore. We would like to know the following information:

- the name of the book
- the author (and illustrator if applicable)
- recommended age group
- Why you recommend the book.

If you'd like to use the template below, please do! Please send your recommendations to the school office and we will share one or two each week in the newsletter. These will then go onto our school website so that you can look back at all the recommendations. Each term, we will then purchase some of the recommended reads for the school library!

We look forward to hearing all about the books you have been enjoying!

### Recommended Reads!

My name is.....

The book I am recommending is

.....

By .....

This book is suitable for age (please circle)

*Under 4s 4-5 5-7 7-9 9-11 11+ everybody*

I recommend this book because

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.....

.....

.....

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## This Week's Recommended Read

*My name is: Sophia Watton-Hall from East Hoathly*

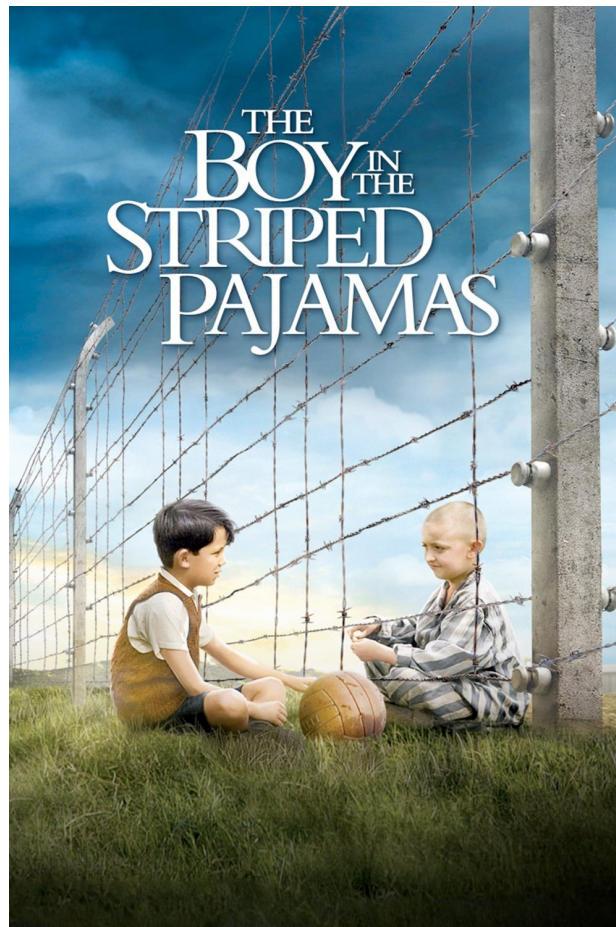
**The book I am recommending is:** *'The Boy in the Striped Pajamas' by John Boyne*

**This book is suitable for age(s):**

4-5 6-7 8-9 10-11 12+

**I recommend this book because:**

*It explains what war was really like for women/wives whose husbands were top soldiers and how they realised fighting was the wrong thing to do.*



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### **Meeting**

Our EGM is Monday 10th February at 7:30pm in the school hall, so if you are a parent/ carer/guardian of a Chiddingly Primary School child, feel free to pop along for a drink and see what the PFCS is all about and/or come along to put yourself forward for the role of Chair.

At our EGM we will elect a member to take over the role of Chair from Amy McGowan and then we will discuss fundraising ideas for the school year.

Please come along and support the PFCS with ideas and join.

### **Easy Fundraising**

The PFCS are raising free donations for Parents and Friends of Chiddingly School (Chiddingly School Association) simply by shopping online. Join the fundraising revolution! Register today and help raise money for the PFCS while doing your shopping online and remember to download the reminder tab and also the app to your mobile:

<http://www.easyfundraising.org.uk/causes/chiddinglyschassoc>

### **2nd Hand Uniform**

The PFCS has an assortment of 2nd hand uniform which they sell all year round. If you are interested in viewing the items please speak to Amy McGowan or Carolyn Robins. We will be trying to get it out on display as often as we can also. If you have any items your child has outgrown then please feel free to pass on to a member of the PFCS. Thank you



## Reading

We are beginning a new system for the teaching of reading across the school. This is called Whole Class Reading.

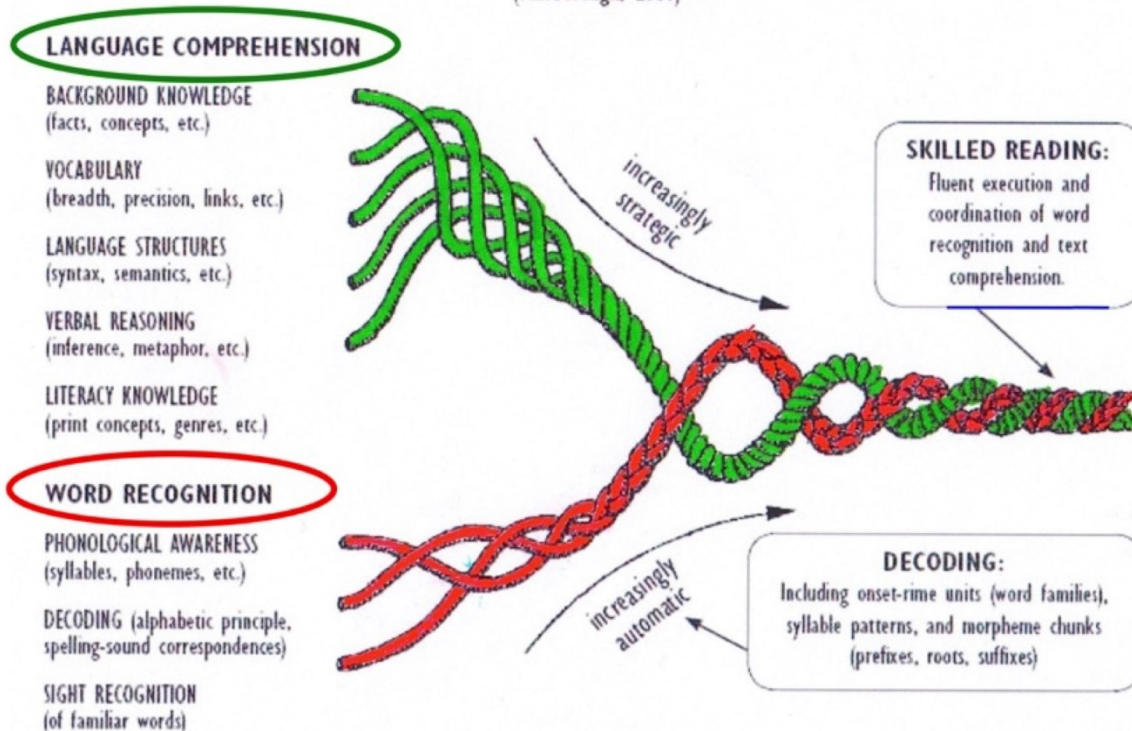
Our aim for the children in the school:

- Children to leave school as competent readers
- Children to be able to apply reading skills across the curriculum
- End of Key Stage Papers
- OfSTED:
  - ~a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge
  - ~Children read widely and often, with fluency and comprehension.

Reading skills that children need to learn:

- Retrieval
- Inference
- Vocabulary
- Visualisation
- Prediction
- Summarise

Figure 2.2 The Path to Fluent Reading for Meaning  
(Scarborough, 2001)



When teachers are delivering Whole Class Reading:

- Choose a text pitched at the correct level that your children will enjoy. This will be your text for the whole week and all children need a copy.
- Remember to do a different genre each week and include poetry, classic texts and play scripts.
- Themes - comprehension e.g. beach, zoo
- Texts based on real-life situations and places

Session 1:

- All children will have the same text except for any children with significant SEN/beginner - EAL children who would not be able to access the text.
- Spend the session exploring the text - background knowledge, prediction and summarise what the text is about.
- Children should be able to identify the type of text that it is as this will help them answer questions on it.
- Prediction and summarising questions should be included in this section.

### Session 2:

- Exploring the *GPS* and vocabulary in your text. Link to phonics wherever possible for all year groups.
- What are the features of the text type?
- What is its purpose?
- Who is its audience?
- Give children specific grammar to identify.
- Specific vocabulary questions and skills for how to do this.

### Sessions 3 and 4:

- Retrieval questions on Wednesday and inference/explaining on Thursday.
- Inference for fiction and explaining for non-fiction.
- Teach for 10 minutes; children complete questions for 10 minutes and then mark for 5 minutes.
- Questions need to get harder the further down you go so that all children can access them.
- Remember to include how many marks the questions are worth.

### Session 5:

- Use the same text, but different questions.
- Children have the chance to complete a variety of different questions using different skills.
- Spend time self-marking as a class at the end and unpicking the skills their misconceptions.
- If you have used a text from *CGP*, testbase etc. you could use the questions from it in this session to save you having to plan out any more!

### Questioning:

- The questions must all be pitched within your year group.
- They should get harder as you go down so that all groups can achieve and the children who are greater depth get to the difficult questions at the end.
- If you use testbase, Twinkl, cracking comprehension, *CGP* books etc. you can see the pitch of the questions and use these to support you.
- Children must be taught **how** to answer questions - skimming and scanning, reading around the word etc.
- They should include circle, tick, find and copy and draw lines questions to ensure the children are following the instructions correctly.

### Variation:

- Lots of questions ask children to do the same things but in different ways.
- We need to ensure that we give the children questions that are presented in different ways.
- Example for prediction:  
Do you think that Katy will continue to disobey her Grandmother? Use evidence from the text.  
What might Katy's intentions be from what you have read? Use evidence from the text.

### Making it fun:

- Lyrics - analyse lyrics from the children's favourite songs. Compare the video to the lyrics - do they have the same message?
- Skimming and scanning picture books - can be used as a quick starter if children lack the skills or need these skills to answer the questions.
- Images - What does this image suggest about the relationship between father and son?



### Reading for Pleasure

- Ensure there is at least a 15 minute slot in every day to allow children to read for pleasure. Older children **MUST** have a chapter book on the go and be reading this regularly. Challenge them to choose from a variety of authors.

### Other agenda items:

Uniform - how do parents feel about the current uniform? Some concerns have been shared around the jumpers fading and splitting. Mrs Winchester is looking into other options and will be running a separate forum about this.

Letters coming out to parents whose children are not in correct uniform

Questionnaires - parent questionnaires will be coming out shortly. Please complete and return to school.

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## LESSONS WE CAN LEARN FROM OUR MISTAKES



### REFLECTION

Mistakes teach us about what went well and what did not go so well. They allow us to use reflection as a positive learning experience



### RESILIENCE

Mistakes teach us about the importance of hard work. They teach us to never ever give up



### RESPONSIBILITY

Mistakes teach us about becoming responsible for our actions.



### PROBLEM SOLVING

Mistakes teach us about the importance of problem solving. They teach us about how to think more effectively to overcome obstacles



### PERSPECTIVE

Mistakes allow us to view situations from a different perspective



### COPING



Mistakes teach us about how we cope in certain situations. They help us to prepare more effectively when in similar scenarios



### PLANNING

Mistakes teach us about organisation and planning. They help us to understand how to improve for the next time



### OBSTACLES

Mistakes teach us about how to overcome obstacles. They help us to evaluate and analyse situations from a new perspective



### TEAMWORK

Mistakes can help to teach us about the importance of teamwork and support.



### KNOWLEDGE

Mistakes teach us about the importance of learning and continual development to improve skills