



2017-2018

Number 4

2 October 2017

An Lester Trumach - The Packet Ship

Dear Parents

We enjoyed a great Apple Day again on Friday Afternoon. Whilst perhaps a little less busy than we've known, those who got involved made it a celebration of the usual high quality: a lovely school tradition. The apple pie entrants particularly were especially delicious! In the end, the decoration of Tansy's six Packet Ship Pies won the day.



Thank you to Kath Statham and everyone who helped her to make this such a successful event.



Apple Day followed a busy week for the school as we completed our two-day Inset Review. Thank you to the parents who came to speak to the inspectors – the full report should be completed by half-term.

PLEASE COULD ALL PARENTS WAITING FOR Y1 WAIT IN THE SHELTER OR STAND BACK (ON THE WOODS SIDE) TO ALLOW Y0 TO USE THE PATH – THE NEW LAWN NEEDS TO SETTLE AND RECOVER FROM THE RECENT HEAVY RAIN.

Thank you to the team of parents who helped to clear away the old paving slabs from the infant outdoor area on Saturday. Your hard work is much appreciated.

The B side played their first game last week, drawn against St Francis' A side. They went down 7-0, but the game was played in the most positive spirit and, largely with the help and manner of the St Francis team, the young players kept their heads up and are looking forward to the next match.



Wednesday's fixtures:

Netball
Marlborough B vs Falmouth Primary

Football
Marlborough vs Mawnan



Packet Points					
Last Week				Total	
1 st	Swiftsure	29	7	1 st	Pelham 18
2 nd	Chichester	26	5	2 nd	Freeling 14
3 rd	Pelham	24	4	3 rd	Swiftsure 13
4 th	Walsingham	11	3	4 th	Chichester 12
5 th	Fox	16	2	5 th	Fox 7
	Freeling	16	2	6 th	Walsingham 5

IMPORTANT - To all y6 Parents:
the deadline for Secondary school applications is 31st October 2017

TRURO SCHOOL
open morning
Saturday 7 October
9.30am to 12.30pm
Boys and Girls 11-18
Day and Boarding
truroschool.com
Education for Life

Prep & Senior Open Morning
Saturday 14 October
Come and see why happy girls achieve

Book your visit today by calling 01872 242904
trurohigh.co.uk

TRURO HIGH SCHOOL
Girls First

I continue my update on the early term meetings with parents by turning to our core purpose: **Learning!**

Following the implementation of the government's National Curriculum, changes in the testing regime and developments in the use of data, along with new requirements to advertise programmes of study on line, we have reviewed our school curriculum and strengthened assessment processes across the year groups. Most of this work is helpful for teachers and the leadership team to track children's progress and analyse needs. All the useful information of interest to parents can be found on the learning pages of the website at:

<http://marlborough.eschools.co.uk/website/learning>.

Performance details and a link to the government's website (still to be updated to include the 2017 results) are available on the Statutory Information page at:

http://marlborough.eschools.co.uk/website/performance_tables_-_most_recent_verified_ks2_results.

It has been necessary to sharpen some of our approach, but we are eager too to maintain the creativity and learning ethos that mark's Marlborough's identity. Staff and children are currently working to embed revised *Learning Powers*, the attributes that support effective learning formerly described by the '5 Rs'. We now use six and early activities this term have strengthened the pupils' understanding of their Learning Powers as they have ascribed characters from *The Jungle Book* to represent each one:

Readiness



Keep healthy; be prepared; talk and listen; behave well; move to learn

Resourcefulness



Ask questions; make links; imagine; think things through; use a range of resources

Resilience



Get absorbed; manage distractions; notice things; persevere; know your motivations

Responsibility



Take charge; do your bit; understand consequences; try new things

Reflection



Have goals (plan); revise learning; prioritise; know how you learn best

Relationships



Learn alone (interdependence) and learn together (collaboration); show empathy; imitate others

The Learning Powers have been drawn up following years of research, including a *Learning to Learn* ('L2L') project in which Marlborough was involved with the *Campaign for Learning*. Ann Webb, from Nansloe School, also worked on L2L and is now helping us through teacher training and whole school learning conferences to strengthen everyone's understanding of how we learn. We have found that this approach is extremely important in ensuring pupils develop independence and take responsibility for their learning.



At the same time, the school is eager to support children's presentation of work and to strengthen learning in the core subjects. We've introduced slightly smaller exercise books – *Exploring Reading* (red); *Exploring Writing* (yellow); (blue) – each with lines or squares of sizes to suit every child.

The red books should come home each evening and be returned in the morning. We use them in school for phonics and/or DERIC (Decode; Explain; Retrieve; Interpret; Choice) exercises. The intention is that you will be able to see what children are learning in their reading in class and then help them to record any support activities and reading that you do at home. We hope to develop these books as an important home-school learning dialogue.

<http://marlborough.eschools.co.uk>



Assessment and Marking

The school now gathers a wealth of information to support teachers in planning learning for the children and of course the government's department for Education eagerly gathers data from the national y2 and y6 SATs. As last year's reports indicated, our tracking of pupil progress now matches the standardised presentation of performance more closely and we will continue to help parents to understand and use this information to support children.

Assessment for national data and league table purposes is one thing, but our aim is of course to use it to help the children develop and strengthen skills. The feedback teachers provide is designed to take them forward in learning and 'marking' of work is one way that schools traditionally use to this end. We have been considering how we can help children to improve through and following teacher feedback and by half term will have completed our review of marking to provide an updated system that ensures children are given the directed time to respond to guidance and address errors or misconceptions. We'll publish the new feedback framework in full at the end of the month.

Start of Day



As indicated above, a key learning power for everyone is to be ready at the outset of lessons. We've spoken before of the importance that all children arrive on time (not only for their own sake, but out of consideration for others in the class). Part of this involves the transition between 'drop-off' time and the start of registers. The welcome class teachers give to parents in entering class with children at the outset of the day is an important part of our open ethos. It should also contribute to an efficient start to the day – rather than children having to line up and try to access cloakrooms unaided at the same time, we can shift to real learning very quickly. This however depends upon parents leaving the classroom promptly, once the morning bells sound.

Please help us to maintain this positive start to the day, but also to 'sharpen' its effectiveness by noting and keeping to the following arrangements:

08:30 School door opens (infant parents may accompany children to class; juniors proceed to class – parents may visit classrooms to pass any urgent messages to teachers*)

08:43 First bell – two minute notice (teachers will warn children there are two minutes; parents in class should leave the classroom straight away; any last minute arrivals need to leave children at the hall/foyer door).

08:45 Registration period – only children and school staff should be in the classroom as this bell sounds so that children can move to register or join set tasks.

Thank you

Children in y5 and y6 who enjoyed the brass lessons, and who would like the opportunity to play in an ensemble, please see the flyer to the right and follow the contacts. We have arranged for the minibus to collect children from Marlborough.

Cornwall Music Education Hub

Next Steps!
Free music workshops for young beginner woodwind & brass players

Next Steps is a free opportunity for students who have tried out learning an instrument as part of a whole class at school and would now like to explore further before signing up for lessons or joining an ensemble

If your child has tried out learning an instrument at school, we are offering them the opportunity to try out learning a woodwind or brass instrument as part of a free ensemble project. A free instrument will be provided for your child to use during the project.

If you would like to register your child for these sessions, please contact
Alice Reynolds - areynolds1@cornwall.gov.uk
Tel: 01872 246043 CMEH@cornwall.gov.uk

Dates - Fridays during the Autumn Term
Time - 14.30 - 15.30
Location - Falmouth School, Trescobeas Road, TR11 4LH

Children will be collected from their schools by mini bus but parents should collect their child from Falmouth School after the sessions.

FALMOUTH SCHOOL

<http://marlborough.eschools.co.uk>



Harmony

Exhibition of New Landscape Paintings
by Caz Scott



Tuesday 3rd October - Saturday 7th October

Preview Monday 2nd October 6.30pm - 7.30pm

Open Tuesday - Saturday 10am - 7pm



24 Church Street
Falmouth
01326 319461

<http://marlborough.eschools.co.uk>

