

# Colvestone Primary School Development Newsletter



## *What's this all about?*

This is our school development newsletter. It will inform you of our School Development Priorities (SDP's) set out in our 2023-2024 School Development Plan (SDP) and will provide you with subject specific updates on the progress of our school improvement journey.

*Our School Development Priorities are:*

**SDP1: To further develop staff at all levels**

**SDP2: Continue to develop high quality inclusive practice**

**SDP3: Continue to embed a mastery approach to teaching and learning in maths so outcomes improve across the school.**

**SDP4: To continue to develop our curriculum provision. (Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)**

**SDP 5: To prioritise a quality provision for staff and pupil's mental health and wellbeing.**



## ***SDP1: To further develop staff at all levels***

Last year, we had a focus on growing and developing our middle leaders. Our middle leaders have grown in confidence to confidently talk about their subject. Standards have been raised to ensure all subjects are taught consistently across the school.

This year's focus is developing all staff at Colvestone providing support and training.

At the beginning of the year, all staff participate in appraisals where they will meet with one of the leadership team and decide four targets for the year. Appraisals support professional development and is central to improving performance and developing staff as individuals within their role. It is also an opportunity for staff to reflect and identify the areas they wish to develop to support their future career development.

All staff are provided with regular training and these are linked to our SDP. There are also opportunities including:

- Support and training from outside agencies e.g. Speech and Language Therapist
- Visits to other schools
- Team teaching
- Modelling sessions
- Coaching

We are very fortunate to have the continued support from Jason Marantz (School Improvement Partner). He will visit our school termly, observing lessons, talking to pupils and to our staff about the teaching and learning at Colvestone. Last year, Jason was very impressed by the rapid developments and changes at Colvestone and we are excited for Jason to see more new and exciting developments this year. His first visit will be in November.

## *SDP2: Continue to develop high quality inclusive practice*

This term we will continue to promote high quality inclusive practice across the school. As a staff team, we will look at adaptive teaching across the key stages and CPD will be given to staff, to support this. Last term we looked at adaptive teaching in Maths and have seen the impact of this with SEN children making good progress and attainment from their starting points.

This term there will be SEND Reviews with parents and teachers to set new targets for the new academic year.

We will continue to work with a range of integrated services such as our Speech and Language Therapist, Educational Psychologist, Specialist Teacher, School Nurse and the REU to support SEN pupils.

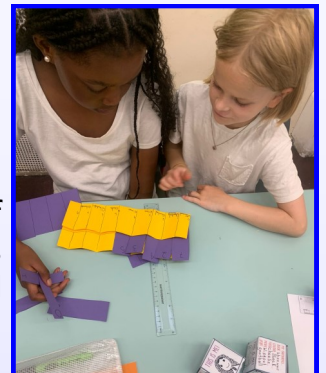
We have already started working with our Speech and Language therapist, on the Zones of Regulation. Click on the link to find out more [Zones of Regulation - Colvestone Primary School](#)



**Zones of Regulation** is an approach that supports the use of a consistent shared language to discuss emotions. Emotions are grouped into four colour zones which represent different groups of feelings. The idea of zones is to take a non-judgmental approach to discussing and supporting children with their emotions. All emotions are natural to experience and we can learn to recognise and manage our feelings in different contexts.

## *SDP3: Continue to embed a mastery approach to teaching and learning in maths so outcomes improve across the school.*

Miss Ephraim, the maths lead, will design tailored maths CPD sessions for staff (teachers and support staff) to support teaching and learning based on teacher's needs and assessment outcomes. In addition she will, attend mastery training and make links with other maths leads to further develop her understanding of maths mastery to support teaching and learning.



Miss Ephraim will continue to promote the use of concrete manipulatives during lessons and having these resources readily available for children to use. Teachers are expected to have mastery opportunities in all lessons with this being evidenced in books at least once a week.

One of our aims is to raise the presence and enthusiasm of maths across the school by finding out what children enjoy about maths and gaining their ideas. This term, Miss Ephraim will plan and lead a fun maths week where children have even more opportunities to be immersed in maths. This will include an outdoor or physical maths day of learning. TTRS will also be promoted in the school to improve fluency in multiplication facts recall.

The maths lead will continue to work with Emma Burton from Hackney Education to develop maths at Colvestone in an effort to promote maths and increase knowledge of mastery in teaching and learning.

The maths lead and SENDCO will work closely together to identify the needs of children and the resources or interventions needed to support their learning.

**SDP4: To continue to develop our curriculum provision.  
(Presentation, handwriting, spelling, reading, writing, marking and feedback, EYFS, wider curriculum)**



This term, we will be rolling out a new approach to teaching reading in KS2 called Destination Reader (DR). Destination Reader involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems. The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum. It also builds a culture of reading for pleasure and purpose.

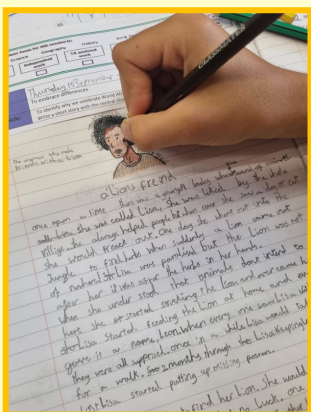
During our INSET at the start of the term, teachers received training on how to deliver Destination Reader within the classroom and children are already enjoying their reading journey having been introduced to their core books through a range of engaging and exciting activities.

Throughout the term, staff will receive continued training and support in DR. We will also be delivering a workshop to parents and carers on Destination Reader, explaining a bit more about how the approach is taught at school, including the key learning behaviours and strategies that children learn to deepen and develop their reading capabilities as well as others. Parents will also be supported with ways that they can support their children's learning journeys at home also.

In KSI and EYFS, we will continue to teach reading through a range of early reading programs and strategies already established at Colvestone, including Daily Supported Reading (DSR) in Year 1 and 2, and the Blossom Phonics program in all years up from EYFS.



This term we will be reviewing our Marking and Feedback Policy. This began with discussions as part of CPD at the beginning of term, where we revisited our current policy and considered ideas to take this forward. We will be researching latest developments in this field in order to continue to develop our approach to ensure that we provide timely, constructive, and informative feedback to pupils that supports their learning and progress. as well as motivating pupils to take ownership of their learning and encourage reflection.



We continue our commitment to providing the children of Colvestone Primary School with a broad, balanced and diverse curriculum which ensures that pupils develop a deep understanding of the world's diversity, appreciate different cultures, and promotes social inclusion. We celebrate diversity and promote equality to ensure all children receive an education that reflects and respects their backgrounds and experiences. We will continue to review and adapt our curriculum to ensure that it encompasses a wide range of cultures, religions, and perspectives, allowing for authentic and meaningful opportunities for pupils to engage with diverse topics.

We will be marking and celebrating events such as Black History Month, Martin Luther King Day, International Holocaust Memorial Day, Stephen Lawrence Day, Windrush Day, Pride Month, Make Music Day, and National Fieldwork Fortnight. We will also be having our very own Ancient Greek Day so watch this space!

## SDP 5: To prioritise a quality provision for staff and pupil's mental health and wellbeing.

All staff felt very strongly to include this priority in light of the proposal of the school closing in July 2024.

We will be working closely with agencies such as WAMHS (Wellbeing and Mental Health in Schools).

It is important that we are able to regulate and express our emotions appropriately and know what support is available if times are challenging or overwhelming.

We will continue with our weekly breathing techniques as this was very successful last year. In our June 2023 children's questionnaire, many of our children expressed how the breathing techniques supported them when they were feeling sad, angry or anxious. Children were asked, 'What helps you if you find your learning difficult?' one child responded, "Miss Lucey's breathing techniques help me stay calm and focused."

To find out more about mental health and to use our breathing techniques at home, you can go to our website mental health page. [Mental Health - Colvestone Primary School](#)



### Bubble Breath

- Imagine you have a wand to blow bubbles.
- Take a deep breath in through your nose.
- Slowly breath out through your mouth as if you are blowing a bubble through a wand.
- Repeat as many times as necessary.

### The Belly Breath

Place one hand on your chest and the other on your belly.

Inhale deeply through your nose for a count of four, making sure your belly is expanding and not your chest.

Exhale through your mouth for a count of four. Feel the stress leave your body while your mind becomes calm.

### The Hot Chocolate Breath

Hold your hands out in front of you, as if you were holding a cup of hot chocolate.

Breathe in slowly, imagining you are inhaling that warm coco smell, through your nose.

Gently inhale through your mouth, like you are trying to cool down the hot chocolate before you take a sip.

### The High Five Breath

## DEAL with it Zone

- D**escribe the problem.
- E**xplain how it makes you and others feel.
- A**sk yourself how to change your behaviour.
- L**earn from the experiences.

We have also implemented a new Behaviour Policy. Our Behaviour policy highlights the importance of having a restorative approach in managing behaviour, giving all children the opportunity to share what has happened, how they feel (and how others feel) and how they can move forward. During our first two days back, all staff talked through our new policy and were provided with Restorative Approach training.

There will be no photo shield on display, however, children's positive behaviour will continue to be celebrated through celebration assemblies, post cards, conversations with parents/carers and half-termly Head of School afternoon tea parties.

You can find our new Behaviour Policy on our school website. [behaviour \(colvestone.hackney.sch.uk\)](http://behaviour.colvestone.hackney.sch.uk)

As research shows, you cannot look after others if you do not take care of yourselves. This being said, we will also prioritise our staff mental health and wellbeing. This will be through support from WAMHS and half termly Staff Wellbeing Weeks.

***"You first have to take care of yourself, before you take care of others."***

