

HILLSIDE PRIMARY SCHOOL



Welcome to our Newsletter.

The first half term has passed by so quickly. I am really impressed and proud about how well all the children, especially our new Nursery class and new Reception children, have settled and made such a positive start to the year.

The next half term looks extremely busy—please make notes of the key dates listed in this newsletter.

Mrs K Schonau

ISSUE 2 - 2019/20

25/10/19

Reading Rocket Challenge

This half term's Reading Rocket ends this Sunday 27th October. The prize draw will take place during the first week back so please make sure your child's reading diary is up to date for them to be in with a chance of winning the Reading Rocket prize.



Our next Reading Rocket will begin on Monday 4th November and will run up to end of the term, Sunday 22nd December.

Local Democracy Week Event

Well done to our Head Boy and Head Girl for representing Hillside at the local Democracy week event. It was held at the Kings Hall in Stoke and included a tour of the council chamber and the chance to discuss how to make walking to school safer.



Rock Stars

Times Tables Rock Stars is continuing to engage and motivate children to learn their times tables. Year 2 have now joined the rest of the school on the online programme and are embracing the challenges set by their teacher. The leader board for the most correct answers during the last two weeks are as follows:

1. Samantha (Year Six)
2. Joe (Year Two)
3. Evie (Year Two)
4. Jude (Year Two)
5. Lennon (Year Four)
6. Kamsie (Year Five)
7. Frankie (Year Six)
8. Lexi (Year Six)
9. Ifechi (Year Two)
10. Bella (Year Five)

Well done to all children who are using TT Rock Stars regularly. The enthusiasm and dedication from the children is inspiring. I hope they continue to practise this key skill.



We have seen that parents are still parking on the



yellow markings outside school. This is dangerous and is not safe for the children of Hillside. We feel passionately that something needs to be done about this and so we have come up with a plan. After half term, we will be patrolling outside school and will be issuing 'tickets' to parents who are parking dangerously. We hope that this makes drivers think more carefully about where they park and about the safety of the children at Hillside.

Lacie (Head Girl) and Kristan (Head Boy)

This month we said farewell to Mrs Longmore after over 25 years cooking our meals at Hillside. We all wish her a happy retirement. We also say farewell to Mrs Williamson, lunchtime supervisor, and wish her good luck in her new job.



Emergency Contact Numbers and Addresses

We are finding that many parents are not updating us with details of changes for telephone numbers and sometimes even addresses. Please make sure that you inform the office, in writing, as soon as any changes are made so that we have up to date information.

Mobile telephone numbers for the main contact are particularly important as we continue to use the messaging service as a means of communication.

**It is important that you
keep your details up to date!**



Nursery

Nursery have had a very busy first half term! We have been learning all about ourselves and our bodies. We have painted and collaged self portraits of ourselves, made skeleton pictures and created elephant handprint families! As part of our forest school sessions, we have been getting ourselves changed into our waterproofs and our wellies and have been exploring the woods. We have been learning all about Autumn, and have used leaves that we collected in the woods to make some beautiful hedgehog pictures.

Well done Nursery- you are all superstars!



Thank you to all of the parents and carers who attended the Children's University launch on Wednesday 23rd October. If you were unable to attend, the PowerPoint and details can be found on the Hillside webpage. The children are all excited to begin collecting signatures and stamps in their passports to celebrate all of the clubs and activities they take part in after school. We will continue to update you about this new initiative during the next half term.



Year One

Year One have been working extremely hard and are all becoming 'Work at it Whizz's' in all of their lessons! In Maths we have been focussing on addition, more than and less than, days of the week and counting in tens. We have loved our work on the 'The Last Wolf' in English, using our drama skills to act out the story, sequence it and write descriptions of Little Red, the main character using adjectives. We are really making progress with our reading - thank you to our parents who read with us regularly too as this makes such a huge difference to our confidence! Our Science and Geography has taken our learning outside of the classroom as we have completed weather charts, maps of the school, tree and plant hunts and studied seasonal change, getting muddy boots in the process!



Reception

Reception have now settled in fabulously and are working hard to pick up new skills and ideas. We recently introduced Challenge Cards and the children are taking ownership of their own learning through attempting these challenges on a daily basis. The challenges focus on different areas of the Early Years curriculum but usually have a Maths and English challenge, along with an art activity. There is also an extension activity if the children feel that they are ready. The challenge cards have been a big hit and have created a real buzz in the classroom. The children are inspired and displaying a real love for learning.



Year Two

Year Two have started to look at money recently. They have combined different amounts of pounds and pence and even set up their own small market stalls. They set their own price and sold a picture they had drawn to a friend. This is a great topic to continue to practising at home!



Year Three

A couple of weeks ago, Year Three received a letter from Brazil telling them of plans to chop down trees in the Amazon Rainforest to create space for a new hotel. The children were not happy about this so they have written persuasive letters to change the mind of Mr Lucas who thought of the original plan. The children have typed their letters up to make them look official and they are looking forward to hearing back off Mr Lucas soon. Fingers crossed he has changed his mind.



Year Four

Year Four have continued their learning about The Romans this month. They enjoyed their visit to Chester where they were trained to become Roman soldiers and found out what life was like in Roman times. In maths, they have been impressing Miss McCann and Miss Hayward with their knowledge of the formal methods and they have also worked extremely hard to learn and perform their Harvest Assembly, which was a huge success.



Year Four Harvest Assembly

Year Four delivered an amazing assembly this week, making us think about where our food comes from and the miles it all has to travel. Thank you to Miss McCann and Year Four.



Harvest

Thank you for your kind donations of food this week. It has all been picked up by the Food Bank and will be helping those in need soon.



Year Five

October has been another busy month for Year Five. We are fully immersed in our next piece of extended writing where we have all played the role of detectives. Using clues from a narrative and a police transcription the children have had to write a formal police report about an incident in 'who let the Gods out?' As always, the children have done an excellent job, writing both formally and precisely in order to accurately describe the incident. Without a doubt, Year Five have got some top detectives for the future! In maths, the children successfully completed a unit on addition and subtraction and are currently focusing their efforts on statistics. As a class we continue to focus on our Earth and Space module ahead of our trip to the National Space Centre in December. The children are all confident at explaining the different orbits of the planets as demonstrated in the role play they completed (as pictured). Well done Year Five!



Year Six

Year Six children have been learning about the Victorians in class and our English class-text, 'Street Child' has supplemented this learning. Children have been following the story of Jim, a young, Victorian boy in extreme poverty. The text has lead in to children having discussions about whether or not the workhouse was a good thing. Here are children during English doing a 'decision alley' in which one side had to convince Mr Frost that the workhouses were bad and one side that tried to convince him they were good. Though both sides raised superb points, Mr Frost sided with the reasons 'against' the workhouse in the end.



Book Donations

Many thanks to the following pupils who have donated a birthday book to the school library —

Harry and Oscar (Reception)
and Freya (Y3)



Head Lice—We know that this is a difficult problem but as a school we need everyone to be extra vigilant regarding head lice. Please check your child's hair. If you notice any eggs or lice in your child's hair then please treat the lice immediately. You should check your children's hair regularly, ideally once a week. We all need to work together to ensure that as a school we combat this difficult problem. Thank you for your support.



REMEMBER
ONCE A WEEK,
TAKE A PEEK

What's On *Here are reminders of forthcoming events (please transfer them into your diaries)*

NOVEMBER

Mon 4th	School re-opens
Tues 5th	Y6 visit to Blists Hill Victorian Town
Thurs 7th	Y6 Showcase 2pm
Thurs 7th	Y1/2 to Cineworld Hanley –am
Fri 8th	Remembrance Service at Carmountside Memorial (<i>selected pupils</i>)
Wed 13th	Y3 Showcase 2pm
Thurs 14th	Y5 Showcase 9.30am
Thurs 14th	Y2 visit to Knowsley Safari Park
Fri 15th	Children in Need Day
Mon 18th	Reception Showcase 2pm
Tues 19th	Parent Consultations from 1.30pm (<i>by appointment only</i>)
Wed 20th	Y3/4 visit to Odeon Cinema—am
Wed 20th	Y5/6 visit to Odeon Cinema—pm
Fri 22nd	Final return date for flu immunisation consent forms Rec-Y6
Tues 26th	Y3 visit to Birmingham Botanical Gardens
Thurs 28th	Y1 visit to Brampton Toy Museum
Thurs 28th	Y2 Showcase 2pm
Thurs 28th	Y6 Height and Weight Checks—am

DECEMBER

Tues 3rd	Y5 visit to National Space Centre
Thurs 5th	Y1 Showcase 2pm
Fri 4th	Nursery visit to Amerton Farm
Fri 4th	Reception visit to Ice Cream Factory
Fri 6th	Whole school visit to Mitchell Arts Theatre—Panto 'Jack & the Beanstalk'
Mon 9th	Singing Stars perform 'Santa's Little Helpers' at Mitchell—drop off 6-6.15pm
Tues 10th	Nursery Christmas Sing-a-long am
Tues 10th	Nursery Christmas Sing-a-long pm
Tues 10th	Christmas Production—Key Stage 2 evening
Wed 11th	Christmas Production—Key Stage 2 am
Wed 11th	Nativity Performance Rec, Y1, Y2 pm
Thurs 12th	Nativity Performance Rec, Y1, Y2 am
Wed 18th	Reception to Y6 Immunisation Visit
Thurs 19th	School closes at 3.15pm for Christmas break

JANUARY

Mon 6th	School re-opens for the Spring Term
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Details for specific events will follow in a separate letter. Occasionally dates/times may need to be changed so please keep an

Our Curriculum Design



The National Curriculum ensures that all children have access to a common body of essential knowledge to which they are all entitled. At Hillside our school curriculum is built around the total experience of the child. We are determined to provide a curriculum that ensures all children gain this common body of essential knowledge, whilst also giving them a multitude of opportunities to flourish intellectually, artistically and physically enabling them to develop personal and social skills which will ensure they contribute fully and successfully in our ever- changing world! We have achieved an effective curriculum because we have a balance between what we must teach and what we like to teach to meet the unique needs of our children in our local community whilst bringing our aims and values to life!

Hillside primary is committed to providing an outstanding, personalised curriculum which is centred around 'Developing the Individual' by placing equal importance on academic development and personal development. We take a holistic view of each child and are determined to develop children's cultural capital by fostering the values of Inspiration, Determination, Excellence, Friendship, Respect, Equality and Courage. Children at Hillside are valued learners that flourish and grow spiritually, morally, socially and culturally.

Curriculum Priorities

Through careful discussion and analysis of our pupils' backgrounds, cultures and learning behaviours as a school we have prioritised the following areas which drive our curriculum design:

Behaviour of effective learners- our children need strategies to enable them to be more active, independent learners. They need to develop resilience and the ability to independently transfer and interchange knowledge and skills. We know that our children need immersion in rich, engaging topics to enable practice, repetition and reinforcement of skills and knowledge to be fluent in many different, often complex concepts.

Aspirations – our children do not lack the determination to succeed. What they do not have is a full appreciation of the range of opportunities and possibilities available to them during the next stages of their lives

We are determined that our curriculum offers breadth, balance and depth

Breadth:

We have designed and planned our curriculum to offer a range of learning experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which they belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and aspirations in life.

Balance:

Our underlying belief is that every child is unique and as a direct result every child should feel valued, experiencing success in a wide range of curriculum areas. We believe that through the curriculum we can impact positively on how they feel about themselves striving to ensure that they feel successful, confident and able to tackle any challenge that they may face.

We have designed, organised and planned our curriculum to ensure that every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At Hillside we place high priority on ensuring children's physical and mental wellbeing is met ensuring that they take part in a range of sporting and physical activities and develop an understanding of how their brain and bodies function. We understand that children will not be successful learners unless they feel safe, are emotionally secure and happy in school; so therefore we carefully design our curriculum by adopting a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as their academic development.

This balanced approach is not to the detriment of our high standards in core or non-core subject areas. High standards of teaching and learning enable children to reach national expectations or above and is of vital importance if they are to succeed during the next stage of their education, going on to achieve full, happy lives and careers.

Creativity is encouraged, nurtured and developed across our full range of subjects at Hillside. We are determined that each child at Hillside is able to explore a full range of experiences both within the curriculum and outside of the curriculum. Each child at Hillside is taught music by a talented and highly qualified music teacher who offers many singing and musical instrument clubs for those who want to develop their skills in these areas. They are also taught PE and sport by an inclusive, qualified sports coach who believes in all children regardless of ability and again, offers clubs to enrich the curriculum.

These clubs sit alongside a plethora of other clubs which make our extra-curricular offer busy and varied. These include book club, cookery club, times tables club, street dance, taekwondo, musical theatre and story, rhyme and craft club to name just a few.

We are very fortunate to have vast grounds including a woodland area so that outdoor learning is commonplace and forest schooling is woven within the curriculum as well as being part of our extra-curricular offer.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Hillside Primary School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Depth:

At Hillside Primary school our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but developing a depth to their learning which enables them to use their skills and understanding in all across the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a depth of understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously planned to move the nature of children's thinking to a higher order, deeper level of understanding rather than just acquiring new facts and knowledge with little context. Every experience, we believe, should be meaningful.

The curriculum at Hillside is ever-developing and subject to regular review. We are proud that our curriculum is produced through high-quality collaborative working and all teaching staff are involved at every stage taking ownership of the learning experiences that they deliver.

We provide a thematic curriculum which aims to fully immerse the children into engaging topics in which subjects are integrated. Areas of learning are interlinked without losing their discrete nature, thus providing a wide range of connected learning activities. Teachers are careful to use the subject names when teaching to ensure that children understand that they are accessing a broad and balanced curriculum through a thematic approach. For each topic, teachers plan a variety of activities and experiences to motivate, engage and excite the children and educational visits are sought to enrich the learning that takes place in school. Teachers ensure that the national curriculum is taught through topics and remain focused on the objective being taught, adding relevant activities and experiences that add value to the intended outcomes. Our curriculum is more than simply broad and balanced it is coherent, imaginative and well-planned building systematically on prior knowledge and experience.

We have various action-research projects taking place currently which aim to address our curriculum priorities and enhance our curriculum design. These include:

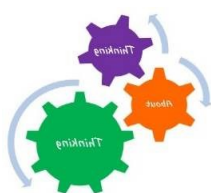


Growth Mindset- which is underpinned by research carried out by Carol Dweck and aims to promote a way of thinking, learning and taking on challenges. A person with a growth mindset is open to constructive criticism, takes feedback and uses it, takes on new challenges, pushes themselves outside of their comfort zone and shows resilience and perseverance.

Research shows that it is people with a growth mindset (as opposed to a fixed mindset) achieve in life, are successful in all they do and are happy. Of course, this is exactly what we want for all our children.



Career Education- At Hillside, we recognise that children in Primary school need to be given an insight into and awareness of career opportunities, but most importantly career pathways, in order for them to make informed decisions about subject choices at high school and their options for further education. As a school, we feel that it is our responsibility to raise aspirations and broaden the horizons of the children in our care. This means that we deliver a high quality education that assists children with decision making, raises aspirations and gives children the opportunity to gain experience within the world of work by meeting a range of employers, visiting various places of work and completing projects both at school and within the wider community.



Metacognition- At Hillside, our staff have a secure understanding of how children learn best and we are determined as a school to develop children's self-awareness skills. Ensuring that our children leave Hillside with a secure understanding of how they learn and can call upon a bank of strategies to support them is integral to us. Research carried out by The Educational Endowment Foundation's (EEF) on Metacognition underpins our thinking in school. Metacognition is defined as not simply "thinking about thinking", it is much more complex than this. Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies.



Wellbeing –A school operates at its best when staff feel valued, supported and their wellbeing is of paramount importance. Equally, children attain and progress best when they are happy, they feel safe and they have good mental health and wellbeing. We have 3 wellbeing champions in school who support staff wellbeing and there are many approaches and initiatives being developed to ensure that we are raising awareness of and supporting the wellbeing of our children at Hillside.



Curriculum Enhancement- We seek every opportunity to enhance our curriculum and achieve this by offering at least 3 educational visits per year and offering a large range of extra-curricular clubs and activities. Our children also have the opportunity to take part in Children's University and are encouraged and rewarded for continuing their learning outside of the curriculum.

There is a wealth of information on our school website including further detail about individual subjects and our curriculum. Please take a look.