

# news

**October 2017**

## A BUSY START!



We have had such a busy start to the year! It has been an incredible term with so much happening. I don't think a week has gone by without Polegate appearing in the press!

Reception have settled exceptionally well and year two are loving their new home in the mobile. Learning around the school is exciting and your children are visibly engaged with the topics.

I would to thank parents for all the support you have given to dress up days, home learning tasks, volunteering in school and our fundraising events. Your efforts have not gone unnoticed and I am so grateful for your support!

## In This Issue

In the News	2
Diary Dates	2
Polegate Pulse	2
Great Work	3
Behaviour Policy	4
School Rules	5
Star of the Week	5
Changes in our approach	6
Thunk of the Week	6
Reading	7
Take Home Tasks	8
Victorian Workhouse	8
Save our Library	9
Charity Cake Sale	9
No Hands Up!	10
Attendance	10
Great Work	11

# IN THE NEWS

## OUR 'SAVE OUR LIBRARY' MAKES HEADLINE NEWS!



### DIARY DATES

**Monday 30th October**  
Inset Day  
school closed to pupils

**Monday 6th November**  
4.00 – 7.00pm  
Parent consultation evening

**Wednesday 8th November**  
3.30 – 5.30pm  
Parent consultation evening

**Thursday 16th November**  
Individual Photographs

### POLEGATE PULSE

#### Our school radio has been relaunched!

This has been a huge success and I would like to thank Mrs Keet for getting this up and running again. The children loved dancing to their favourite tunes on the playground and classes will soon be broadcasting their own shows!

#### We can't wait!





# GREAT WORK



Stunning Stone Age Art!



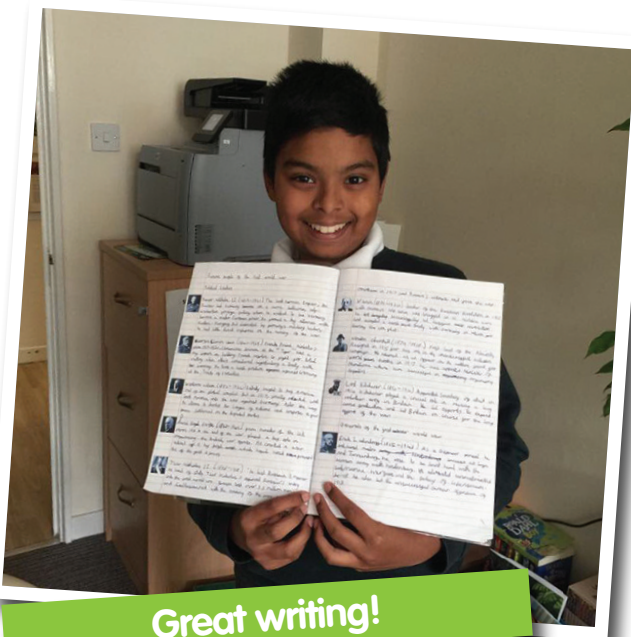
Brilliant number work Santos



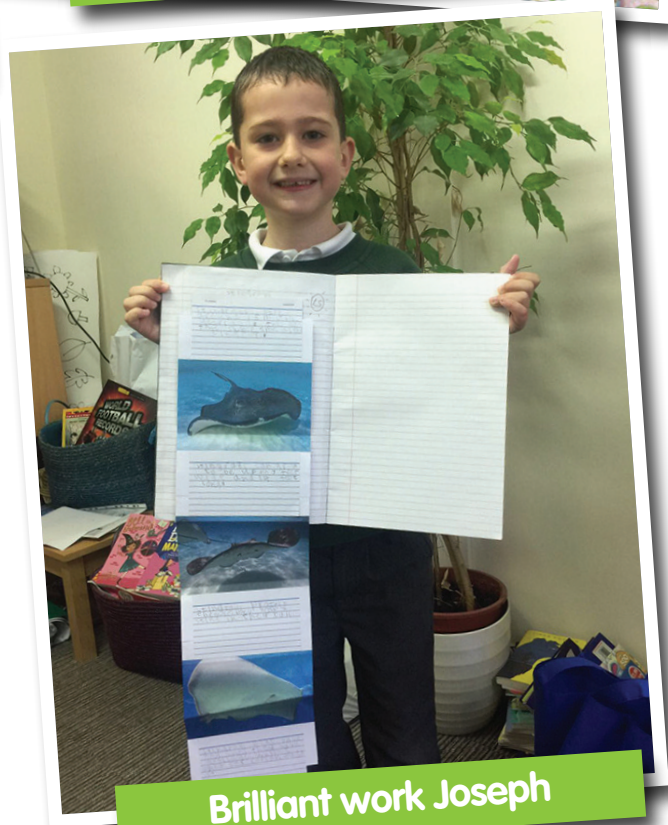
Great maths Joshua



Sea Creatures



Great writing!



Brilliant work Joseph

# BEHAVIOUR POLICY

**The start of the year is always a good time to revisit the behaviour policy. The whole school follows the same system, 'good to be green'.**

**We have one overriding rule, which applies equally to all persons (children and adults) involved in our school:**

**"Everyone will act with respect, courtesy and consideration to others, and take responsibility for themselves, at all times."**

**This means never doing anything that might:**

- hurt/disturb another person, their feelings or their property.
- Spoil/disturb their work in the classroom or the displays around the school.
- Spoil/disturb their enjoyment at playtimes.

It also means that children should be aware of safety considerations and should be able to take responsibility for their own, and others', safety.

## IN KEY STAGE 1

### Good to be Green

All pupils have a pocket with their name on it. All pupils start with a green card in their pocket. If pupils make negative choices about their behaviour then they insert a coloured card. See below:

**1.1st Incident** – Verbal Warning – giving reasons. No consequences for this.

**2.If continued** – the child is expected to place an Amber Warning card in their pocket. This will result in the child being:

- Unable to achieve Star of the Week.
- Kept in for 5mins of their playtime in KS1
- The incident will be recorded in the blue book

**3. If continued** – the child is expected to place a Red Consequence card in their pocket.

**4.** At this point they are referred to a member of the Senior Leadership Team for 15 minutes to complete their work, discuss their behaviour and have time to reflect without impacting on others' learning. They must bring work with them and it is the class teacher's responsibility to do send this.

**5.** If the child continues to display poor behaviour they will need to place a 'Time Out' card in their pocket. This means that in their next lunchtime they will be expected to eat their lunch in the hall immediately and then spend the remaining break in a room with a teacher reflecting on their behaviour. They may be asked to write a letter of apology.

**6.** If during the course of a day the child has had 2 red cards then they will be expected to go to Time Out the following day.

The incident and action taken must be recorded on SIMs.

At the start of each session the child may turn their card back to green. There are 4 sessions in the day. 8.50-break. From break until lunch. 1.15-2.30. 2.45-3.15.

## IN KEY STAGE TWO

**1.1st Incident** – Verbal Warning - giving reasons. No consequences for this.

**2. If continued** – the child is expected to place an Amber Warning card in their pocket.

This will result in the child being:

- Unable to achieve Star of the Week.
- Kept in for 10 mins of their playtime in KS2
- The incident will be recorded in the blue book

**3.If continued** – the child is expected to place a Red Consequence card in their pocket.

**4.**At this point they are referred to a member of the Senior Leadership Team for 15 minutes to complete their work, discuss their behaviour and have time to reflect without impacting on others' learning. The class teacher must send work with them.

**5.**If the child continues to display poor behaviour they will need to place a 'Time Out' card in their pocket. This means that in their next lunchtime they will be expected to eat their lunch in the hall immediately and then spend the remaining break in a room with a teacher reflecting on their behaviour. They may be asked to write a letter of apology.

**6.** If during the course of a day the child has had 2 red cards then they will be expected to go to Time Out the following day.

The incident and action taken must be recorded in the blue book.

At the start of each session the child may turn their card back to green. There are 4 sessions in the day: 8.50-break: from break until lunch; 1.05-2.15; 2.15-3.20.

**7.** If misbehaviour is persistent then the Headteacher may issue a Behaviour Contract in consultation with the parents.

**8.** Continued misbehaviour may result in a fixed term exclusion.

\* If a serious incident occurred (deliberate acts of disrespect, aggression, defiance or abusive language) the above scale of sanctions may be bypassed and the Headteacher involved immediately to decide an appropriate course of action. The parents would be involved as soon as possible. We believe that early intervention is crucial.

\* The curriculum (PSHREe) provides opportunities to discuss frequently topics such as the effect on others of poor behaviour: What can we do to help them behave? How did that make you feel?



# OUR SCHOOL RULES

**These apply to our whole school: adults and children.**

**We strive to be the best we can be**  
**We are gentle and keep everyone safe**  
**We are friendly, kind and helpful**  
**We respect property**  
**We listen to people**  
**We are honest**  
**We wear our uniform with pride**  
**We are polite. We say please and thank you and hold doors open.**  
**We walk sensibly inside the school.**  
**We treat people the way we want to be treated: with respect.**  
**Set a good example.**

## STAR OF THE WEEK

**This award is so special and one which both parents and pupils value highly. It is not easy to be awarded Star of the week because children at Polegate behave so well!**

The school council regularly review our systems and procedures. They decided on the criteria for Star of the week to ensure fairness. They decided it was not an award that every child should get each year. It is important to note that there is a chance that children in the school may not reach these very high standards and may not achieve Star of the Week over the course of a year or even longer. They will however be recognised in other ways as we do have many reward systems in place.

At Polegate School we feel that Star of the Week should be given to children

who continually stand out and shine in all their activities in school! It is an award for children who show consistently good behaviour and consistent effort in all areas of the curriculum. It is a special award and encourages children to reach their highest standards and goals.

As a school we have agreed that these attributes and behaviours should be shown consistently for a length of time appropriate to the period they have spent in class. For example at the start of the year this will be shorter. As the year progresses we would expect this behaviour over a period of a term (6 weeks) and not less. This is to enable us to celebrate those children who always meet these attributes. This also includes attendance – if a child's attendance is poor then they are less likely to receive Star of the Week. Stars of the

Week should also continue to show this behaviour once they have received the award. If they break any school rules during the week they will receive up to 2 warnings before the reward gets taken away. We do not expect this would ever happen though.

We are, however, aware that for some children this is a goal that they may struggle to achieve. It is possible that children will not achieve Star of the Week in a year or maybe longer. We feel that we do have many other rewards that celebrate their individual achievements. These include house points, Lunchtime Stars, learning stickers, Praise Postcards, as well as individual teachers' rewards.

# CHANGES IN OUR APPROACH

**We are constantly evaluating the way we do things at school and always ask ourselves if we can improve outcomes in any way. As reading is a school priority area this year we have reviewed the way we read across the school and as a result we are making some changes.**

These changes begin this week. Rather than the traditional guided reading approach where children work with the teacher once a week and read while others take part in a range of independent activities we are now taking a whole class approach. This means that children will have five times as much teacher input than before. The teacher will explicitly teach comprehension skills such as: predicting, inferring, summarising, clarifying, asking questions, evaluating and making connections to the whole class and then pupils will have a chance to apply these skills with a partner in a shared reading of the text provided by the teacher,

during this time the adults in the class will be listening to individual pupils. These texts will be challenging with the aim of extending and stretching pupils' ability.

In year 1 the approach will be different as the children are younger. After the holiday we are using all our teaching assistants across the school to support a half hour reading session in year 1. This will allow far more children to be supported every day with their reading.

Please ask your child's class teacher about this if you have any questions or would like any help or support with listening to your child read at home.

## Opportunity to become a volunteer

**We would be incredibly grateful to any parents/grandparents that could spare time on a regular basis to hear readers.**

Mrs Wallis (our expert reading teacher) will train you in the strategies that we use in school. I promise you it is so rewarding! Contact Kerry if you are interested in finding out more.



## 'THUNK OF THE WEEK'

**These are a recent introduction this year. Our aim is to get the children thinking outside of the box.**

These are questions which have no right or wrong answer but get children thinking beyond the lateral. They are encouraged to think from different view points and use their imagination. We share a different THUNK each week. Throughout the week you can hear the children discussing the THUNK and coming up with wonderful responses.

You may have noticed on Twitter that we have introduced a conversation starter to the children's

lunchtime. Each table has a 'Thunk of the Week' question for children to read. The children really enjoyed discussing and debating the question on their table with other children and adults.

**Last week's question: "If I read a comic in a shop without paying for it, is that stealing?"**

**Ask your child about these each week and chat about these as a family.**





# READING

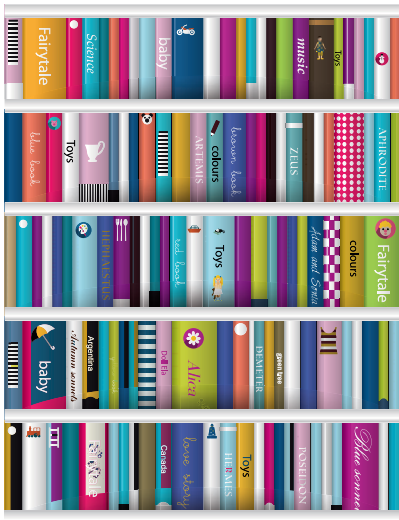
AS YOU KNOW READING IS A  
PRIORITY AREA FOR THE SCHOOL

WHY CAN'T I SKIP MY READING AT HOME TONIGHT?

## Pupil A

Reads 20 minutes each day  
3600 minutes in a school year  
1,800,000 words

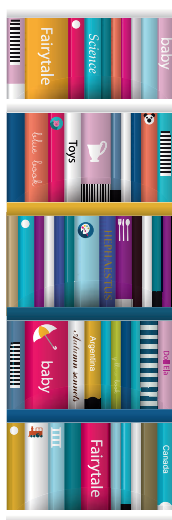
90th Percentile



## Pupil B

Reads 5 minutes each day  
900 minutes in a school year  
282,000 words

50th Percentile



## Pupil C

Reads 1 minute each day  
180 minutes in a school year

10th Percentile



By the end of Year **Pupil A** will have read the equivalent of 60 whole school days. **Pupil B** will have read only 12 school days.  
Which pupil would you expect to have a better vocabulary?  
Which pupil would you expect to be more successful in school?  
...and in life?

**What about a pupil that doesn't read regularly at home or perhaps not at all? What are their chances of success?**

This is why, at Polegate, we place so much importance on reading at home. All research and studies show that children who read every day do better at every stage of their education. We see it in school; the pupils that read at home are making better progress.

We are very fortunate at Polegate school to have so many

supportive families that promote regular reading and learning at home and this reflects in the results our pupils achieve.

The majority of our parents do find time to enjoy books at home with their children and do record this in the home school books.

**Thank you for supporting your children and the school's vision and aims!**

# YEAR 6 HOME LEARNING TASKS



Stunning Stone Age Art!



Great take home task

## INTO THE TRENCHES!

## THE VICTORIAN WORKHOUSE EXPERIENCE!



Chimney Sweeps!



A Victorian School Day





# CAMPAIGN TO SAVE THE LIBRARY

**We made front page news last week and I could not be prouder! Year 6 have worked tirelessly on their campaign. They even chose to stay in during their breaktimes to complete this work!**

We have embraced this opportunity to make learning real; they are using all their skills of persuasion in writing tasks to convince the public and council that Polegate's library should remain open.

Polegate's mayor and our very own governor, Angela Snell along with Maria Caulfield MP and Cllr David Watts joined us to offer their support. The pupils' work demonstrates their commitment to the local community and determination to make a difference!

**Please complete the consultation: the library is such a valuable resource!**



## Macmillan Coffee and Cake afternoon

**Thank you to everyone who donated a cake (or two) and joined us for the event. We raised an amazing £238.81. We all enjoyed stopping for a cake and drink at the end of a busy week!**





# 'NO HANDS UP'

**We have been doing this for a while now, several years, and as a few parents have asked me about this I felt I should explain our approach and dispel any myths!**

We haven't been asking a question and selecting the eager child waving their hand wildly in the air for a long time now. Instead a question is asked and the class have time to think and talk to their partner.

Once that thinking time is over, every single child has no excuse for having nothing to share. Teachers use a wide range of different methods to select children such as lollypop sticks with pupils' names on, or a random name generator on the whiteboard.... This also helps to keep learning exciting and new.

## Benefits of this approach

- It ensures that all children listen and engage with their learning because they might be asked a question. As it is random they never know if it might be them!
- All children are supported to answer through having a 'talk partner' or the opportunity to 'phone a friend'!
- It encourages teachers to move towards asking open rather than closed questions.
- It encourages pupils to take risks, knowing that it is ok to make mistakes, but not OK not to contribute.
- It means that more children play an active role in class discussions. It is not always the same children with their hands up dominating discussions.

**Finally, No Hands Up refers only to children's answering. Children raise their hands whenever they like to ask questions. They are encouraged to do this. They are of course allowed to put their hands up to request help or ask for something!**

## Diary Date Parents Evenings

**Monday 6th November  
4.00 – 7.00pm**

**Parent consultation evening**

**Wednesday 8th November  
3.30 – 5.30pm**

**Parent consultation evening**

## Attendance

**Overall school attendance is currently at our school target this year of 97%.**

RV = 95%	3M = 97%
RH = 95%	3Mc = 97%
RHi = 98%	4M = 95%
1N = 99%	4D = 95%
1B = 98%	5GK = 98%
1Y = 97%	5W = 97%
2B = 97%	6M = 98%
2A = 98%	6R = 97%

## Keep it up!



# Great art from Year 2



Our Year 2 Artists



Wow! Amazing artwork Year 2!

## Diary Dates

**Monday  
30th October  
INSET DAY**

## Archive



You can read all the previous newsletters on our website.

## Twitter

**Be the first to  
hear the news.  
Follow us on Twitter.  
We now have 800  
followers!**



Polegate School  
Oakleaf Drive  
Polegate  
East Sussex BN26 6PT  
Tel: 01323 482404  
Email: [info@polegateschool.co.uk](mailto:info@polegateschool.co.uk)



## Feedback

We'd love to hear your feedback and any new ideas you have. Please send us your thoughts via the contact us page on the school website:

**[www.polegateschool.co.uk](http://www.polegateschool.co.uk)**

Designed by Prowork: [www.prowork.co.uk](http://www.prowork.co.uk)