



An Daras Trust
Igniting Curiosity Growing Capabilities



St Catherine's C of E School

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Spring 2020 – 3

Time for another newsletter! Hope you find it helpful and informative.

Values in Action

These wonderful pupils have been spotted demonstrating our school values:

Reception: Hattie-ALL values; Poppy-fairness.

Class 1: Darius-responsibility; Theo-generosity.

Class 2: Malachi & Gerard-courage; Ethan-compassion.

Class 3: Lewis-thankfulness; Owen & Noel - courage.

Class 4: Daniel-service & trust; Anna-trust.

Class 5: Bertie-compassion & friendship.

Class 6: Sarah-kindness & compassion; Siena-courage.

Good Learner

These are our star learners:

Reception: Rose-resourcefulness; Leon-responsibility.

Class1: Ella-May-ALL powers;

Class2: Tabby-resilience & responsibility; Gustavo-responsibility.

Class3: Oliver-resilience; Adam-resilience.

Class4: Brooklyn-responsibility; Cerys-reflectiveness.

Class 5: ALL Y5-excellent learning powers; Phoebe-resilience & responsibility.

Class 6: Harvey- reflectiveness; Justin-responsibility.

School Improvement – Maths

Maths is not only a core subject and therefore of paramount importance in all children's education, but is also essential to all of us as a life-long skill that we will utilise every day of our lives.

Fluency, reasoning and problem solving have been central to the maths National Curriculum for Primary Schools since its revision in 2014 and we thought it may be helpful to just explain what we mean by this and how we approach the teaching of it within our classrooms.

Mathematical fluency is a fairly broad concept that involves knowing key mathematical facts and being able to recall them quickly and accurately. But to be really fluent in maths means being able to apply the same skill in lots of different situations, and being able to choose the most appropriate method for a particular task. To achieve fluency, we teach the content using a range of strategies, to ensure that all pupils understand and have enough time to practise what they have been taught.

Mathematical reasoning is the process of applying logical thinking to a situation to work out the correct problem-solving strategy for a given question, and then being able to use this method to devise and explain a solution. Reasoning acts as a bridge between fluency and problem solving. It allows pupils to use their fluency skills to accurately carry out varied problem solving.

Problem solving is something that we all do every day in a multitude of situations and the ability to successfully solve problems in maths requires us to have a confident understanding of content and fluency of facts and mathematical procedures. Having this fluency will help with improving logical reasoning skills, which can then be used to solve mathematical problems.

Below are two examples of what fluency, reasoning and problem solving may look like in Year 2 and Year 4 respectively.

Varied Fluency

Count and write the number of cars in the car park.

There are _____ cars in the car park.

What numbers are represented below?
Write your answer in numerals and words.

Match the numerals to the words.

17 48 38 70

thirty-eight seventy forty-eight seventeen

Reasoning and Problem Solving

Jack says he has 61. Is he correct?

Jack is incorrect. He has 16 not 61.

Each jar contains 10 cookies.

There are 48 (forty-eight) cookies altogether. Children may count in 10s and 1s or know that there are 4 tens which are equal to 40 and then count on 8 more.

How many cookies are there altogether?

Write your answer in numerals and words.

What strategy did you use?

Did your partner use a different method?

What is the best strategy to use?

Here are two sets of objects.

The strawberries are easier to count because they are set out on ten frames.

Which are easier to count? Explain your answer.

Varied Fluency

Which multiples of 10 do the numbers sit between?

Say whether each number on the number line is closer to 160 or 170?

Round 163, 166 and 167 to the nearest 10

Complete the table:

Start number	Rounded to the nearest 10
851	
XCVIII	

Reasoning and Problem Solving

A whole number is rounded to 370. What could the number be? Write down all the possible answers.

370

365
366
367
368
369
370
371
372
373
374

Two different two-digit numbers both round to 40 when rounded to the nearest 10. The sum of the two numbers is 79. What could the two numbers be? Is there more than one possibility?

$35 + 44 = 79$
 $36 + 43 = 79$
 $37 + 42 = 79$
 $38 + 41 = 79$
 $39 + 40 = 79$

Whitney says: 847 to the nearest 10 is 840.

I don't agree with Whitney because 847 rounded to the nearest 10 is 850. I know this because ones ending in 5, 6, 7, 8 and 9 round up.

Do you agree with Whitney? Explain why.

As you can see, we try to present maths using a variety of representations so that children can really develop a confident and enduring understanding of the different concepts. Children need to have this secure foundation in order to be able to tackle reasoning and problem solving with success. This is why children having fluency in counting, number bonds, place value and tables is so important to their success in mastering the more complex mathematical concepts they meet as they move through the school.

Do keep on playing games, having fun and looking for the everyday opportunities you encounter to talk about maths and practice skills - your contribution through home learning can make such a difference to your children's confidence and success.

Congratulations

We are pleased to let you know that Ms Davy has been made permanent Head of School at Lew Trenchard, one of our partner schools in the An Daras Trust. Naturally we miss Ms Davy and are very grateful for all the contributions she made to our school through her hard work and dedication, but she is really enjoying the challenges of her new position and we wish her every success with this.



Happily for us we can also celebrate the news that Mrs Powell has been made a permanent member of the St Catherine's family and I know I speak for staff and parents alike when I say how glad we are to have her on our team and how much we appreciate the positive contributions she has already made!

Guitar Tuition - Update



Just to let you know that our guitar tutor has agreed to give us one afternoon a week to tutor small groups from Year 3 upwards. If you have already contacted the school with your details no need to do anything, but if you have newly decided to take up this opportunity you need to let school know in the next few days to ensure you have a space.

We are very sorry, but at present Tom is unable to offer lessons to children in Reception, One or Two.

Collecting at the End of Day in the Reception Outside Area

Can we make a **polite request** to all **those who collect children from the Reception and Year One classes** at the end of the day and have younger children waiting with them. We would be very grateful if you could discourage the younger children from touching the equipment in this outside area as Ms Rowe and the other staff are trying to teach the Reception children to take responsibility for tidying up at the end of the day and leaving the area ready prepared for the next morning's outside learning. It is quite time-consuming and frustrating if Ms Rowe has to re-tidy this area once the children have been collected.



Many thanks for your consideration in this matter.

Church School Focus - Vision

All schools have a **"vision" statement** - a declaration of the school's objectives, description of their hopes and aspirations and the convictions that guide their decision making. As a church school, our vision is rightly centred around our Christian values and thus reads:



you, especially with regard to our school vision, to show generosity, kindness and care at these times.

The police allow parents to use the over-flow carpark at these times to support us. There is also parking in other areas that is within walking distance of the school and maybe parents could work together for ideas such as a "walking bus". We too are working with local partners to find solutions to these issues.

We'd appreciate your support in addressing this problem, by adhering to the legal requirements, as this is about the safety of our pupils.

Confirmed Diary Dates:

Spring Term Dates 2020

Easter Holiday: Break up on Friday 27th March (30th March to 14th April)

Please note we are in school on Friday 27th March as our INSET day is Tuesday 14th April.

Summer Term Dates 2020

Return to school: Wednesday 15th April

Half Term holiday: Monday 25th May to 1st June

Summer 2nd Half Term: Tuesday 2nd June – Wednesday 22nd July

Summer Holidays: 23rd July – 6th September

Spring Bank Holiday

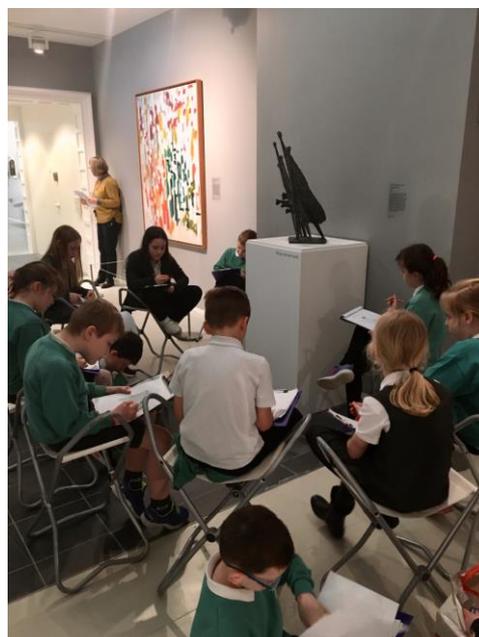
Just to remind you that the usual **Spring Bank holiday has been moved from the Monday to Friday 8th May.** This is so that the day can be added to a weekend of celebrations to mark the 75th anniversary of VE Day.

Enrichment

Year Four St Ives Trip

On Tuesday, Year Four had an amazing trip to St Ives to support work in literacy regarding artists and their work. The day started at Bodmin Station where we caught the 9.00am train to Penzance, changing at St Erth and reaching St Ives at 10.40. For some children this was their first experience of train travel and for all it was a fabulous journey, appreciating all the many varied aspects of the Cornish landscape as we travelled through the county.

Once at St Ives we split into different groups and spent time in the Hepworth Museum Sculpture Gardens and the Tate St Ives, exploring the variety of art in both locations and choosing from a variety of activities such as sketching, designing, comparing and



writing, to really encourage thought and appreciation of the art work encountered. Then, after a run on the wind-swept beach and tea in a local fish and chip café (really excellent) it was time for an equally pleasant return journey home.

The children ALL thoroughly enjoyed their day and were totally enthused and motivated by the amazing art they experienced in both venues, creating great detailed sketches and having really thought-provoking conversations. We were so proud of their attitude and behaviour and had lots of other people going out of their way to tell us what lovely children they were and how impressed they were with their thoughtful approach to their learning in the gallery and museum.

The children said:

"It was a wonderful trip and even though it took all day I'm glad we went."

"It was really exciting! I've never been to an art gallery before. The best bit was being able to look at all the art work in the Tate."

"A great experience because we saw giant sculptures and famous paintings!"

Within days of our visit the Tate St Ives had contacted us by email and said:

"I would just like to say, on behalf of myself and all the staff at Tate St Ives, what a pleasure it was to have your pupils visit us the other day! I have heard nothing but the utmost praise for them from the staff about how well behaved they were and how engaged they were with the art! I think they made a lot of people's day to be honest!"

Thanks to Mrs Brewer for her "can-do" approach and very hard work in sorting out the details of the day and making it all happen and also to our lovely helpers who we couldn't have managed without! It was a hugely enjoyable and valuable experience for everyone and your children were ALL a huge credit to you!

An Daras Trust

For news about job vacancies within our Trust school please visit: <http://www.andaras.org/web/vacancies>

Coronavirus information

As you will be aware, all countries are taking a considered, pro-active approach to the potential coronavirus threat and as such, all schools need to be prepared and plan for any eventuality. You should have received a letter regarding this on Thursday but we have included it here also to ensure all are aware of this important message.

Dear Parents/Carers,

We are writing to update you on the school's preparations for a possible future closure due to the Coronavirus. The government are updating us on a daily basis regarding their plans for containment of the virus. We will inform you of any updates that effect school as they occur. If you do not hear from us, then assume we are continuing to open as usual.

In order to ensure you receive updates, please make sure your contact details are up to date. If anything has changed please notify the school office.

We are planning to provide work in the event of a closure for your child/ren to complete and more information will be sent out about this via text and Class Dojo. We will also provide appropriate online learning support links for those who can access it. Teachers will aim to provide daily ideas via Dojo and we will also communicate updates in this way. However, please bear in mind, teachers may be caring for their own children and families, may have limited Internet access dependent on where they live or may fall ill themselves.

We want to reassure you that this is not a notification of closure and we aim to remain open unless advised otherwise.

We will continue to keep you updated.

Please note the updated guidance given out by the government yesterday (12.3.20):

Based on the new updated measures announced by the government yesterday, if your child has a new cough, a temperature or flu-like symptoms please do not send them to school. They will need to be kept off school for 7 days. Please phone the school if you need advice.

Many thanks for all your continued help and support that enables us work together to achieve the very best we all can for all our children.

Ms Pippa Warner – Head of School