

Shere Church of England Infant School

Roots to grow, wings to fly

Friday 16th June 2017

Gomshall Lane, Shere, Guildford, Surrey – GU5 9HB

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Diary of Events

June

Saturday 17th

FOSSA Big Summer Community Day

Sunday 18th

Father's Day Service

Wednesday 21st

New Robins Visit

9.15 – 11.30

Thursday 22nd

Holy Trinity Move Up Day

Friday 23rd

Holy Trinity Move Up Day

Clandon School Move Up Afternoon

Friday 30th

INSET Day

July

Monday 3rd

INSET Day

Tuesday 4th

New Robins Visit

9.15 – 1.30

Wednesday 5th

Tillingbourne Move Up Day

Shere School Move Up Day

Monday 10th

Whole School Seaside Trip

Tuesday 11th

Year Two Leavers Presentation 6.30pm

Thursday 13th

Sports Day

Tuesday 18th July

Grandparents Assembly

Dear Families,

We are looking forward to a fun filled weekend, with two lovely school events. The first being the Street Party tomorrow from 12-4pm. The sun looks set to shine and the events, stalls and refreshments that have been so carefully organised should make for a wonderful community event. A huge thank you to all those involved in the build up to Saturday, in particular to our FOSSA team – Gillian, Fiona, Ed, Amos and Arianne. Thank you to all parents and indeed family and friends who have volunteered to help on the day. It is not too late to offer your help, please speak to a member of the team.

On Sunday we invite you all to join us at the Village Hall to celebrate Father's Day from 9.45. Bacon sandwiches will be provided ☺

New Foxes Class Visit:

We welcomed our lovely Foxes for their first visit to School yesterday. We were so impressed at their confidence and how beautifully they played together. We look forward to seeing them all again next week.

Assessments:

We are in the midst of completing our final assessments of the children to support their end of year reports. Good teachers use assessment formatively throughout the year to inform their planning and build a clear picture of what a child can do. At Shere we are very careful to avoid any over reliance on testing, preferring to use a range of evidence from work completed in class to written observations of children's learning as this provides us with a holistic view on a child's development. You are very welcome to discuss your child's attainment and next steps with their class teacher at any time.

All things Egypt:

The children are having a super time finding out about Ancient Egypt and are fascinated by this period of history. They enjoyed a very interesting visit from author Rob Lloyd Jones this week who has written a number of children's books set in Ancient Egypt. Thank you so much to FOSSA for funding this exciting activity.

Friday 21st
Last Day of Term
Church @ 9.30
Shere School Garden Party

Shere School Celebrates

Stars of the Week

Zahan – Robin Class
Wren Class – Wren Class
Isabelle – Owl Class

Citizen of the week

Marcus – Robin Class
Noah – Wren Class
William – Owl Class

Dates for the new academic year:

September:

4th
Inset Day

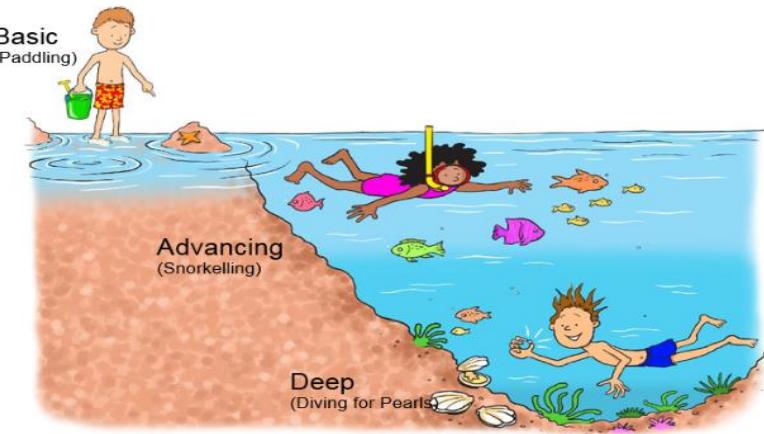
5th
Inset Day

6th
Back to School for Hedgehogs (Y1) and Owls (Y2).

12th
6.00-7.30pm
Curriculum Evening for KS1 (Y1&2).

A Mastery Curriculum at Shere School:

This year we have focused on designing and implementing a mastery curriculum at school. We have focused on mathematics in the first year and next year will aim to embed this way of learning across the school. At Shere mastery means that a child has such a deep and thorough understanding of the skills and knowledge in a particular area that they can apply their learning to any number of new and real life situations. I have found the following model useful when considering this concept.



If we use this model in relation to a maths concept as an example then at the **basic (paddling)** level we would see children able to add two, two-digit numbers together competently, efficiently and accurately. For example:

$$\begin{aligned} & 23+13 \\ & 33+23 \\ & 43+33 \end{aligned}$$

Basic learning requires establishing firm foundations on which deeper understanding will eventually be built. For our youngest learners repetition and strong practical models are essential. This means that we do not rush teaching and learning by racing through schemes, letter sounds or indeed numbers; before we move on we ensure that key concepts are fully understood.

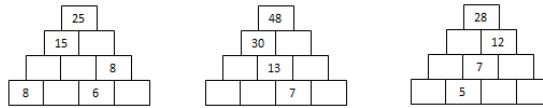
A child at an **advancing level (snorkelling)** would be able to apply their addition skills to a word problem, picking out the key information and deciding what operation to use. They would be able to organise their learning and thinking independently. For example:

Cut 4 strips of paper to these lengths:

$$\begin{aligned} & 12\text{cms} \\ & 18\text{cms} \\ & 23\text{cms} \\ & 29\text{cms} \end{aligned}$$

Find the total of the different pairs. Find the difference between the pairs. To demonstrate true mastery (deep learning) of this skill children would be able to explore addition and subtraction in tandem, understand the idea of total, difference and inverse and be able to apply these skills to investigations and real life problems. For example:

Use addition to fill in the missing numbers



Our aim is that children are given opportunities to engage in deep learning across the curriculum so that true mastery occurs. I am confident that this is the right model for our children and have certainly seen a huge impact in the assessments throughout this year.

There will be an opportunity to find out lots more about our curriculum including mastery and whole school topics at our Curriculum Philosophy Evening in September. On Tuesday 12th September parents of children in Years 1 (Hedgehogs) and Year 2 (Owls) are invited to the school to learn about our teaching methods and pedagogy.

In the meantime should you wish to discuss our curriculum model further or have any comments please do drop me an email.
See you all this weekend!
Best Wishes

Victoria Voller
Headteacher