

INSPIRE

Teaching and Learning Newsletter

‘Teachers have three loves: love of learning, love of learners and the love of bringing the first two loves together.’ (Scott Hayden)

INSPIRE is a teaching and learning newsletter sent home every half term. It is an opportunity for me to give you updates on what your child is learning, how we are teaching, successes we are celebrating and areas we are working on. In this first newsletter of the year, I would like to welcome our new families and staff members. We feel really proud of all our pupils, who have had a fantastic start to the year and have settled into routines very well. If you ever have any questions for us, we endeavour to have at least one senior leader on the playground before and after school so do come and see us. (Photos below if you are unsure of who to look out for!)

In this newsletter, I would like to give you an overview of our teaching team for 2018/19, as well as give you some feedback on teaching and learning in the first half term of the year.

G.French (Director of Coaching and Teaching)

Introducing.....

Our Standards Team

				
Simon Watkins Executive Head teacher	Gemma French Director of Coaching and Teaching (Mon, Tues, Wed)	Gillie Hotston Assistant Head / SENCO – Lower School	Emma Renouf Assistant Head / SENCO – Upper School	Vanessa Chandler Assistant Head – Upper School (Tues, Wed, Thurs)

Our Teaching Team

Ms. Langrish 3 Ash	Mr Cassim 3 Oak	Miss Crook 3 Beech	Mr Palmer 3 Hazel	Miss Box / Mrs Young 3 Willow
Mrs O'Donnell / Mrs Hotston 4 Giraffe	Mrs Lamb / Mrs Faulmann 4 Zebra	Miss Luxton 4 Tiger	Miss Wyatt 4 Meerkat	Mr Coker 4 Leopard
Mr Poucher 5 Saturn	Mrs Lucas / Mrs McPhillimy 5 Neptune	Miss Woodgate 5 Mars	Miss Hartnell-Parker 5 Venus	Mr Holland 5 Earth
Mrs Lenza 6 Ares	Miss Renouf / Mrs Howells 6 Poseidon	Miss Dipietro 6 Zeus	Mrs Vokes 6 Athena	Miss Clarke 6 Apollo

NB – Team leaders are in **bold**

Teaching and Learning at Ludlow

In our first half term of each academic year, we complete a QPR (Quality of provision Review). Senior leaders spend a morning in each year group, visiting classrooms to identify strengths and areas that could be refined. I would like to take this opportunity to share some of the outcomes from these classroom visits.

WHAT IS GOING WELL?



Teachers are setting very high expectations and classrooms are therefore settled and purposeful.



Lessons are well planned. They are engaging and cater for pupils of different abilities.



Very effective spelling sessions are being delivered, again meeting the needs of pupils with a wide range of needs in this area.



Teachers are explaining concepts in Maths very clearly, using visual representations and resources to support the children's understanding.



Teachers are using a wide range of AfL (Assessment for Learning) strategies so that during the lesson, they identify which children need help / further challenge, adapting teaching accordingly.



When working on a piece of writing, the learning journey is shared so that children are aware of the build-up of skills, leading to their finished piece of writing.

WHAT ARE WE WORKING ON?

- We are working on a more consistent approach to the modelling of writing. This is when teachers / LSAs work with a class or group of children to write a shared piece of writing. During this input, the teachers will be demonstrating the writing process and modelling the expectation for the writing that lesson.
- We are continuing to drive standards in spellings. It is our aim to deliver personalised sessions to cater for different needs and provide advice for parents to support their child at home.
- We are building on work that has already taken place in the modelling of Maths concepts using visual representation and practical apparatus. We are also encouraging teachers to build in more opportunities for children to discuss and explain their thinking.

