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Jerounds Journal

Dear Parent/Carers,
I wanted to share with you all this week a thought-provoking article from Helen Amass, who is the Deputy Commissioning Editor @tes (she tweets as @Helen_Amass). The article resonated with me for several reasons, but perhaps most notably, her emphasis on the importance of teaching children ***how to think and learn - metacognition.*** Whilst all teachers would undoubtedly agree upon the major significance of metacognition for our children's education, very few tend to intentionally promote its teaching in the classroom. Thankfully, here at NET Academies, this is quite the contrary.

Metacognition: Why we need to teach pupils how to learn
You might think teaching students how to learn is something that happens naturally, but as Helen Amass reveals, there's much more to it than that.

In a primary school in South London, a teacher is talking about pineapple-shaped swimming pools. He's in front of around 30 Year 6 pupils. He's giving a maths lesson.
On the surface, this is to test the pupils' skills in calculating perimeter and area, as that appears to be the focus of the lesson. But lean in closer and you will realise there is another, more pressing motive: he's teaching the children how to learn. The pineapple had come up because the teacher had been discussing using a visualisation technique to remember the difference between area and perimeter. One pupil suggested the visual of a swimming pool, which has come to be used as an example.

His objective was to make it clear to the class that while we all struggle to remember things sometimes, what works for one person as a reminder, might not work for others: the children would need to find a visual association that worked for them. A pineapple-shaped swimming pool may or may not be the right fit. Such explicit teaching of memory techniques and modelling of the learning process may not seem unusual. Is teaching a child how to learn – alongside helping them to learn – not what every teacher worth their salt does every day?

Well, in theory, yes. In practice?

Metacognition – learning how to learn – has decades of research behind it. It is the subject of a substantial Education Endowment Foundation report, *Metacognition and Self-regulated Learning,* which further highlights its importance.

Converting to the classroom
And yet, while most teachers have heard of the concept, and some might even know something about how to teach metacognitive skills, actually doing it explicitly is not as common as it could be and understanding around what is proven to work is still hazy.

So, if teaching metacognition really is important, and we have known that for decades, why doesn't everyone know how to do it well? And why isn't it already happening in every classroom?

The first is the "development of metacognitive knowledge".

"This is knowledge of your own thinking processes. It develops with age and experience," she explains. "So you can say, 'I know I have a good memory for faces but not for names' or 'I know I cannot do maths because my brain doesn't work like that'.

"You can see that metacognitive knowledge can be true or false, helpful or unhelpful. So it is important that teachers facilitate helpful metacognitive knowledge."

So, stage one is having an understanding of how your brain works – and the effect that these workings can have on your ability to complete tasks or solve problems. This might mean being aware, for example, that just because you are looking at the PIN for your new bank card right now, that doesn't mean you will be able to remember that number later, when you are trying to pay for your shopping. Your memory simply doesn't work like that.

The second process, Larkin says, is regulation of our thinking. This involves identifying and applying strategies to support our mental processes – and then monitoring the effectiveness of those strategies, to check that they are working. In our very basic example above, of trying to remember a new PIN, you might come up with a couple of mnemonics, one of which links the digits to a memorable date and another which links them to letters of the alphabet.

Later, when you are standing at the till in the supermarket, you realise that you are unable to recall the date – since it is just another number – and turn to the alphabet mnemonic instead. This does the trick. Next time, you will know that a letter-based mnemonic is the best way to go. You may assume that these skills are picked up naturally through the process of learning itself – that you don't need an explicit lesson in it.

Rich pickings

Savage concedes that it is something that many of us – as skilled adult learners – will come to do automatically. These strategies are usually developed through exposure to what Savage calls a "rich lived environment" in which we encounter lots of different things. "Whether we are taught these skills explicitly or not, good learners tend to develop metacognition strategies," he says. But, through no fault of their own, some children do not have that "exposure" to the "rich lived environment". As such, there is no natural learning process for metacognitive skills and they arrive at school unable to self-regulate and then struggle to pick up that skill through the normal learning process. This can have a significant negative impact. The ability to self-regulate is crucial not just at school, but also in later life.

"Sophisticated metacognition is important for intellectual development and for our performance in school and beyond," confirms Rose Luckin, professor of learner-centred design at UCL Institute of Education. "People who develop good self-regulation skills are more likely to fulfil their potential and achieve." In terms of academic achievement, the research certainly suggests that this is the case. A number of empirical studies have demonstrated a connection between metacognition and levels of attainment.

According to the Education Endowment Foundation Teaching and Learning Toolkit, self-regulation approaches have "consistently high levels of impact". A 2014 EEF study, *Improving Writing Quality*, used a structured programme of writing development based on a self-regulation strategy and found gains, on average, of an additional nine months' progress. And in 2015, three more evaluations around metacognition in the classroom found gains of between two and five months' additional progress – and demonstrated that pupils from low-income families, in particular, benefited. These strategies are, the EEF Toolkit points out, "particularly effective" for low-achieving pupils.

And, from a school leadership perspective, teaching metacognition is recognised as a very cost-effective way of improving pupil progress. The EEF Toolkit estimates that most projects would cost less than £80 per pupil.

Too good to be true?

So, if it is proven to work, is integral to learning and is good value, why isn't it already being taught in every classroom?
Andrew Foster, a former teacher and now head of education for training provider Tougher Minds, believes a comprehensive understanding of the science is needed, and this isn't something teachers will necessarily possess. "It's a big ask to expect schools to be experts in the science of learning, because this isn't what teachers are trained in. Everything is subject-based," he explains. "Teachers can't be expected to replicate the level of

understanding that comes from years of conducting trials and reiterations. "For our teacher with the pineapple pool, educating pupils about how their brains work is a technique that proves successful. He explains that his pupils "understand that they have neurological pathways and know the difference between knowledge and forgetting", which helps them to make sense of the new strategies he teaches them.

However, for any metacognitive practice to be really effective, he is also adamant that it needs to be part of a whole-school strategy; all teachers and leaders need to be on board, building work around metacognition into the curriculum and into CPD programmes. Metacognition shouldn't be an add-on, or an afterthought – or something that just one maverick teacher is doing with one Year 6 class. "We are training our learning support assistants in this and getting them to learn how to do the techniques, so they can communicate it to the students, too," the teacher explains. This is something that the EEF has recognised. The final recommendation of the new report is that "schools support teachers to develop their knowledge of these approaches and expect them to be applied appropriately".

This includes developing teachers' understanding through high-quality professional development, and ensuring that promoting metacognition is not an "extra" task for teachers, but that it is "built into their teaching activities". If what we are really looking for is a change in culture, then, surely it shouldn't be happening only on a school-by-school basis. Might it instead be necessary to go further up the chain and incorporate learning about metacognition into teacher training, or even build it into our assessment systems?

Oakley certainly thinks so. And, according to her, it might not be long before everyone working in education thinks so, too.
"In the years to come, people will say, 'You're kidding. We didn't use to have this?'" she says. "'Isn't it crazy that we used to not even teach students how to learn?' It's mind boggling when you think about it – that students go through 12-16 years of education and never get a single course on how to learn effectively."
Helen Amass is Tes' deputy features editor. She tweets @Helen_Amass.
To conclude, you will all be delighted to know that Jerounds teachers receive regular training in metacognition - with an extra instalment planned for January's INSET. This quality professional development and training helps teachers to explicitly plan and incorporate metacognition when devising lessons for our children. Why not take time out to question your child over the coming weeks about 'how' they learn?

Other news:

Thank you to those parents who completed our recent survey regarding remote learning. Just to reiterate my original sentiment, we have no desire to close the school - quite the opposite in fact - as we more than demonstrated during the national lockdown in March. However, should a 'bubble' be exposed to a positive case of COVID-19 and Public Health England advises us to close a year group bubble, we would need to revert to remote learning. With this in mind, all parents with children in years 1-6, should now have received email addresses for their child via ParentMail. This email address will give our pupils access to **'Teams'** on Office 365 and thus remote online lessons with their teachers. Teachers will be modelling the process in school over the coming weeks, using the Teams platform, so that should a bubble need to self-isolate for any significant period, remote learning would be known and understood by all pupils. Notably, younger children may very well require more 1:1 supervision from either a parent, relative or carer during these sessions. We believe the key to success, will be patience and determination, coupled with keeping the lines of communication open between home and school, at all times.

One final thought. Given the current educational direction that teaching is taking - with ***all*** of secondary and most of primary pupils now requiring a device and WiFi access - remote access will be an essential part for all children both now and in the future. Making a priority of a device and WiFi, will be integral and a true measure of how successful a child's education may turn out to be for them.

Wishing you all a lovely weekend.

Best wishes,
Mrs Laura Çiftçi BA (Hons) MEd
Head of School

Our Values

Passion
Integrity
Respect
Collaboration
Responsibility
Justice

We get Dojos for…

Taking on **Responsibility** within the class and around school.

Showing **Passion** and enthusiasm.

Respect shown towards someone or something.

Demonstrating **Justice** for all.

Collaboration with others.

Integrity, by being honest and having strong morals.

Birthday Book Donations

Children and adults love reading at Jerounds and will thoroughly enjoy reading this birthday book donations.

Thank you so much, we are very lucky.

Jerounds Primary Academy— House Points

Brunel— 419 points (4th)
Shakespeare— 439 points (3rd)
Darwin— 320 points (5th)
Pankhurst— 516 points (2nd)
Nightingale— 521 points (1st)

Attendance

Attendance challenge

Our whole school attendance challenge is set at

97% for the year.

Our current school attendance for the year so far is
97%

Weekly Class Attendance Heros

W/C 13th November 2020

1. Robins & Sparrows 100%

2. Wagtails 99.3%

3. Wrens 98.7%

Whole school
97.2%

W/C 20th November 2020

1. Eagles 99.3%

2. Wrens 98.6%

3. Puffins 98.5%

Whole school
96.5%

Attendance Ladder

How close is your child to 100%

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very concerned

Mrs Bell's Recommended Reads

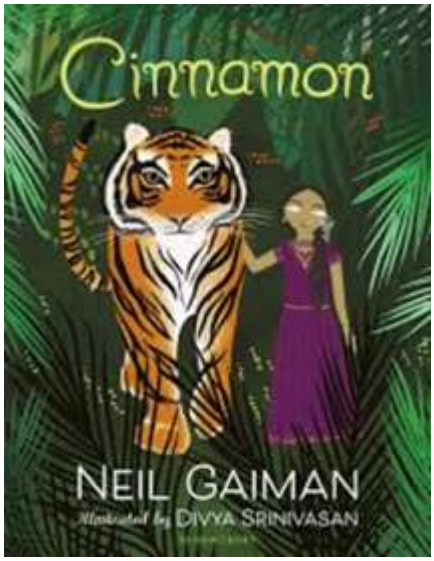
There are copies of all books in school. Children can speak with Mrs Bell if they are unable to find any.

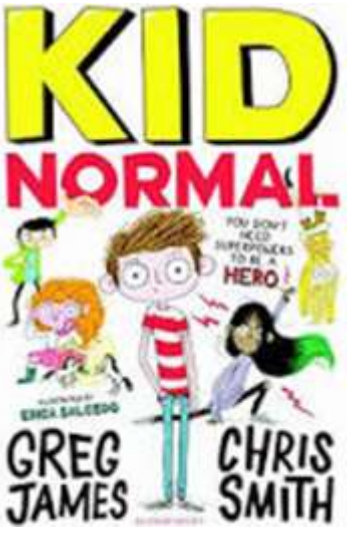
EYFS

Pink is for Boys by Robb Pearlman
An empowering picture book that proves that colours are for everyone, regardless of gender. Pink is for boys… and girls… pink is for everyone! A perfect book to share at home.

KS1

Cinnamon by Neil Gaiman
A beautiful, descriptive book set in the mountains and the jungle. Cinnamon has pearls for eyes, which means that she is blind, but she also will not talk – until she meets a man-eating tiger! A book that will take you on a journey into different countries.



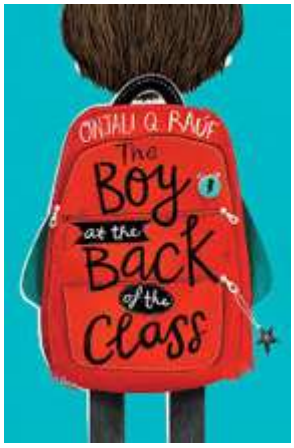


LKS2

Kid Normal by Greg James and Chris Smith
A story about the new kid at school, he started later into the term than all of his classmates and is feeling very left out. As if that isn't enough, he also has a half-insect supervillain to deal with! A hilarious book, brilliant for any of our new starters.

UKS2

The Boy at the Back of the Class by Onjali Q. Raúf
Ahmet is a 9-year-old Syrian refugee living in London. An amazing book for older children to read, which will spark philosophical discussions and empathy. A story of friendship, hope and the importance of kindness; lessons key to thriving in years 5 and 6.



TT Rockstars

Last week saw the battle of each class in Jerounds competing in Maths week on TT Rockstars. A huge congratulations to all the children who took part in the battle and more so to Eagles class for their victory! A whopping 60,000 points secured the win.

TT Rockstars is a fun and friendly way for all years to learn their times tables. Over the year, we will continue to promote in-house battles between classes, houses, boys Vs girls and against other academies.

Please ensure your child practices their times tables daily.

1	Y6 Eagles	63,222
2	Y4 Owls	27,855
3	Y6 Swans	20,231
4	Y5 Falcons	16,446
5	Y3 Puffins	13,840
6	Y2 Wagtails	11,648
7	Y4 Nightingales	10,745
8	Y3 Merlins	8,006
9	Y5 Ravens	7,206
10	Y2 Starlings	2,844

EYFS News

Our Topic for this half-term is: 'Food' and 'Christmas'. In the last couple of weeks, we have read Handa's Surprise, made shopping lists, and tasted some African fruits during our tea party afternoon. Before you go shopping, ask your child to write a short list for you so that you can remember the items that you need. Your child might write apl (for apple) or bed (for bread).

During maths, we have enjoyed a problem solving afternoon and worked together to find different ways of making 5 (with multilink) and 7 (with Numicon). This week, we have learnt all about number 8 and we have been encouraging the children to form this number using the rhyme: 'make an 's' and shut the gate, now you've made a number 8'.

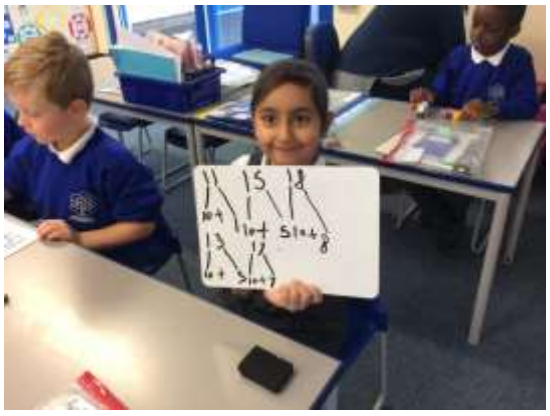
Year One News

Year 1 have been working very hard over the past 2 weeks!

In English, the children have been rewriting the story 'Little Beauty'. The children really enjoyed adding in their own adjectives to describe the characters that we met throughout the story. The children really enjoyed taking part in a variety of math's activities for math's week! We tried out different games and solved some math's problems. During science they have really enjoyed investigating and comparing different objects and the materials that they are made of.

Please remember to test your children on their weekly spellings that are uploaded onto seesaw. As well as daily reading at home with a small comment added to their reading diary's.

Keep working hard Year 1! Well done!



Year Two News

Year 2 have had a fabulous couple of weeks. Particularly enjoying all our maths investigations during Maths week. We have also been exploring 2D and 3D shapes, looking at their different properties, counting and comparing the number of edges and vertices.

During English we have been looking at traditional tales and practicing our skill at summarising a well-known story.

We have been exploring pattern in Art with Mrs Ford and have started to practice special songs in Music.

Year Three News

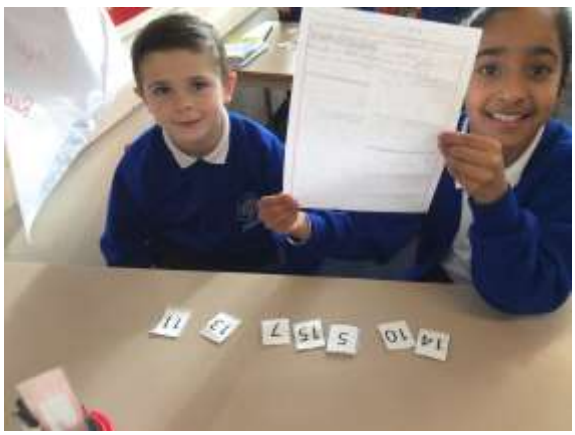
It has been a wonderful couple of weeks in Year 3. The children have showed a great passion for learning.

In Maths, we spent a whole day focussing on investigations with money and addition. The children loved trying to find the best ways to solve the problems. They also looked at how we could use coins to pay for things and different coin combinations. Maths has also focused on our 3- and 4-times tables. The children are becoming very fluent at being to count in 3's and 4's.

English, we have been be focusing on setting out speech and how to use speech marks correctly. The children have been reading Horrid Henry's Birthday Party. They have also been able to complete some drama with this unit. They loved being able to throw their books on the floor!

Science we have been exploring the eat well plate and what makes a balanced diet. Children were able to design their own eat well plate. Children are now able to describe what a balanced diet it and why it is important.

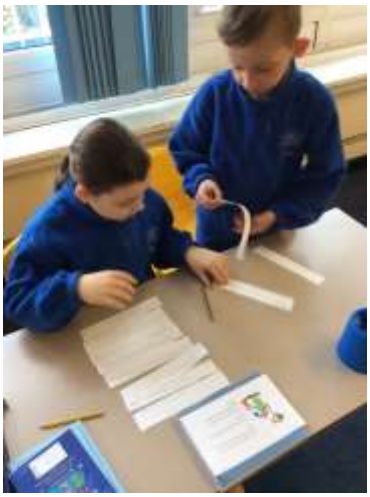
A fantastic couple of weeks in Year 3. Keep up the handwork!



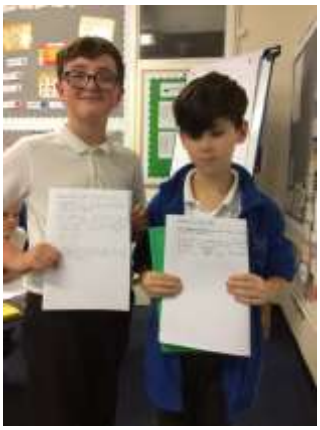
Year Four News

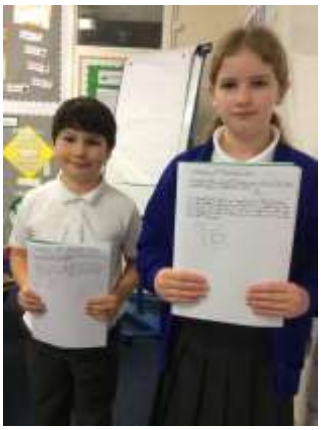
In Year 4 we had a fantastic Maths day using the skills we have learnt so far this year. In our problem solving we had to find the different possible costs of a balloon using any 6 coins. Working collaboratively, we investigated the highest and lowest costs, as well as the most practical costing for a single balloon. Some of us were able to check if we had found all the possible ways by working systematically. Owls class were enthused by the Magic Calculator task which developed their mental strategies for finding a total. Nightingales used dominoes as puzzle pieces to create a square with all sides totalling 8.

Finally, in computing we learnt about computer networks and how messages are sent via a network key to speed up the process. We loved the practical nature of the lesson and by the end of it had a firm understanding of how our computer network in school works.



Year Five News





Year 5 have had a busy couple of weeks. They have been lucky to have PE sessions with Jake from Saracens. He has been putting them through their paces in Rugby and teaching them core team-work skills. They have thoroughly enjoyed these lessons, getting muddy is just a bonus!

Last week was Maths week. Each class got stuck into their class investigations. Ravens were trying to find their way through a maze by finding the lowest value route, the highest value route and finding a route that equalled exactly 100. Their mental arithmetic was tested and they all persevered tremendously. Falcons investigated the 12 point star by choosing 2 and then 3 numbers on a dice and rolling the dice to add their scores up. The winner was the person to roll their number 3 times. It was a thoroughly enjoyable week!

Year Six News

This week has been non-stop in year six. Along with completing our Autumn assessments we have been getting stuck in with our learning, focusing on area and perimeter in maths including completing investigations.

We have commenced our new text in English - Friend or Foe by Michael Morpurgo, which links fabulously to our WWII topic in history. We have also continued to learn about life cycles in science, comparing different life
cycles. In computing we have used the brilliant 'Padlet' to show our likes and dislikes in relation to videos.

The year 6 Debating Council also held their first debate on the proposition "Children Were Happier and Healthier in WWII", we were opposing this and did a stellar job in doing so - showing the ability to think on our feet alongside developing our oracy skills.

Important information regarding attendance

There is no entitlement to parents to take their child/children out of school during term time. All leave of absence must be applied for in writing to the Head of School for consideration.

If absence is not authorised and the holiday is taken, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (£60 if paid within 21 days) to each parent for each child taken out of school.

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Follow us on Twitter…
@NET_Jerounds
for latest news and information

Follow us on Instagram…
Net_Jerounds
for latest news and information

Polite Reminders

- Jerounds has a no jewellery policy, this includes earrings. Watches are permitted.

- Please be considerate when parking near our school and remember our neighbours.

- Have you changed your telephone number or email address recently? If so, please contact the school office as soon as possible to ensure all details are up to date.