

Headteacher Mr M Cunniffe

Thursday 21st March 2024

Dear Parents,

Engagement in Learning - The 'Learning Zone'



Over the last few weeks, the children have been considering the importance of believing in their potential, aiming high and how they can be learning superheroes! These discussions have been framed around our well established 'Engagement Gauge' and ensuring children understand how they can be 'Fully Engaged' and a 'Superstar'.

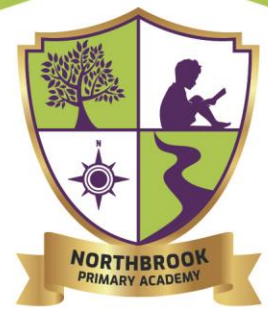
The 'Learning Zone'

We have celebrated our positive culture and how our children arrive at lessons 'ready to learn' but have reminded our children that learning is hard and takes a great deal of focus and effort. Mr Cunniffe worked with a group of children to find out what they believed they needed to do to maximise their potential. From this meeting the

children told us what they believed being a 'learning superhero' and being in the learning zone entails. This included:

- Demonstrating the school's HEART values
- Quickly focused on learning at the start of each lesson – show a love of learning!
- Work hard - completing activities to the best of their ability
- Want to answer questions and give opinions - even if they are not sure if they are right
- Present work neatly
- Work independently
- Be resilient – don't give up when learning is tough, or they get something wrong.

Children who demonstrate these attributes will find that they will move up the gauge and our 'NPA Superstars' will be awarded their superstar sticker at the end of each day. This is something that needs to be celebrated at home as it is a real achievement!



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Time to Reset



Time to reset

We have also reminded all our children how each one of our children has the right to learn in a safe and calm environment. Sometimes, however, children may make a choice not to work to the best of their ability or to distract others. If this happens, teachers will support them to make the right choice and give them 'time to think' and explain what they need to do to change. If their behaviours do not change, they will then be collected from their classrooms so they have 'time to reset' whilst class teachers can continue to teach. When they are collected from class they will be taken to our 'Reset' classroom where they will reflect on their choices and complete work. They will then return to class when they are 'Ready to learn'. Parents will be informed when children have needed 'Time to reset'. In the past this has been done through a phone call but from Monday 18th March, parents will be informed through a ParentApp message and/or email. Where it is possible teaching staff will be available to speak to parents at the end of the school day.

Checking Understanding

As a staff we have reviewed how we can work to ensure that all children are fully engaged in learning, therefore thinking more, making meaning by connecting new learning with prior knowledge and practising through an application of their knowledge. We have focused on developing the way that we check understanding through questioning, use of 'show me' boards and cooperative learning structures with children working in groups or pairs. These strategies will help teachers to challenge children to be in the 'learning zone' and reduce times when they can opt out. This means that some children may feel that learning is harder, and staff have expected more from them than previously. We would appreciate your support in helping our children understand this and for some it will involve being expected to give answers to appropriately pitched questions in class, possibly pushing them out of their 'comfort zone'.

Punctuality and Attendance Matters

Every School Day Counts

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

Attendance and punctuality continue to be the one of the key factors in determining how well a child achieves. Our target is that children achieve a 98% attendance for each academic year and expect all children to be in school by 8:55am each day. Since the pandemic schools have found that attendance levels have dropped. As a school we have found that this is especially true for boys, and we want to ensure all our children have the best chance of success not only at NPA but also during their time at secondary school and beyond.



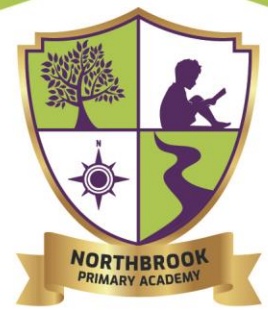
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Starting the day, the right way

We have been running the National School Breakfast Club since January 2023. The free breakfast club, offers bagels, a range of cereals and porridge. The club is open from 8:30am-8:40am each morning, giving every one of our children access to a free healthy breakfast each morning, helping them to have the best possible start to the school day! For anyone that has not attended before, our children need to enter school through the main entrance where they will be signed in before making their way to the dining hall. The club is staffed by Northbrook Primary Academy teaching assistants, who will oversee the children and then ensure they move to their classrooms at 8:45am in time for registration. Attendance at the club is a great way to reduce the rush at home and ensure children are in school on time!

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

Finally, we look forward to seeing you at Parents' Evening this afternoon and as always if you have any questions or queries, please do not hesitate to contact us at school. A polite reminder that we finish for the end of term on Thursday 28th March at 2:10/2:15pm. A polite reminder that there will be no afterschool club provision on this day. We wish all our children, staff and their families the very best for the holidays!

Kindest regards,


M Cunniffe

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