

The Gorseley Weekly

PARENTS' EVENINGS - THANK YOU!

A big thank you to all those who attended Parents' Evening this week. We hope you found the sessions informative and that you have gained a clear understanding of your child/ren's progress. We appreciate the opportunity to discuss ways in which you can continue to support their learning at home. Your ongoing commitment and support play a crucial role in helping us work together to achieve the best outcomes for your child/ren.

WHAT IS FLUENCY?

Fluency in Maths is often linked to number sense and calculations. When children are fluent, they are able to calculate accurately and efficiently and become flexible in their choice of strategies. They feel confident in working with numbers and can explain their thinking and apply their understanding in different contexts. Fluency provides solid foundations for children to be able to reason and problem solve successfully. When a child has achieved mathematical fluency, it removes the strain on their working memory. This allows them to think deeply about a question without getting distracted by having to work out each step of the problem. In order to develop fluency, children must be secure in their basic number knowledge then they can apply these skills to help them to answer questions.

HOW CAN I HELP?

Practice and repetition over time helps children develop fluency. Our children all have access to a Maths Shed login and there are games on here specifically designed to develop your child's number sense. When you have logged in and clicked Maths Shed, there is a section called 'Number Skills' with many games which can be tailored to the needs of your child by changing the difficulty settings or the type of questions asked. To support your child's progress, we recommend using this resource for just 10 minutes a day—this regular, short practice will greatly enhance their fluency and confidence in maths.



A SNEAK PEAK INTO SOME OF OUR LEARNING THIS WEEK!



WE NEED YOUR HELP!

We are currently in the process of putting together a guidance document containing sections which summarise our curricular approach to teaching our pupils about diversity, how we as a school define racism and related terms, and also how we respond and react to the rare instances that may occur in school. To help inform our work on this we would really appreciate the input of any parents willing to engage in this. This will take the form of an in person meeting at some point prior to the end of next term in which we will share the draft document and request thoughts and feedback on. If you would like to know more about this or would be happy to give up a little time to join us for this, please email admin@gorseybank.org.uk FAO Mrs Rosell-Hughes.

DATES FOR THE DIARY

- 31st Jan - Y4 Assembly
- 5th - 6th Feb - Y6 Parents' Evening
- 6th Feb - Y1 Chester Zoo visit
- 7th Feb - Y2 Assembly
- 7th Feb - Pop Up Uniform Shop
- 14th Feb - Y3 Palace Theatre visit
- 14th Feb - Y5 Assembly
- 14th Feb - End of term
- 24th Feb - Start of term
- 6th March - World Book Day
- 12th - 14th March - Y4 Residential
- 28th March - Y1 Runway Visitor Park visit
- 28th March - Pop Up Uniform Shop
- 1st - 3rd April KS1 Spring Sing
- 3rd - 4th April - Y3 Residential
- 4th April - End of term
- 22nd April - INSET day
- 23rd April - Start of term

SPRING TERM HOUSE CAPTAINS

Congratulations to our new House Captains (AKA The Home Office) who were voted in by the children across the school this week. The children were asked to deliver presentations to their 'housemates' who then voted for who they thought would do the best job. We would like to say a massive well done to everyone who ran for this term's posts - we're very proud of you all!



THIS YEAR'S HOUSE POINTS SO FAR...



PLEASE REMEMBER WE ARE AN ALLERGY AWARE SCHOOL - UNDER NO CIRCUMSTANCES SHOULD NUTS, OR ANY PRODUCT CONTAINING NUTS, BE BROUGHT ON TO SCHOOL PREMISES.

OUR ASSEMBLY THIS WEEK

In this week's assembly we continued our build up to the visit of the fabulous Tom Percival and read the book 'Dream Big, Little Mole'. This is a story about a little creature trying to achieve great things but never quite getting it right! As part of the assembly we discussed the need for resilience when pursuing achievements and revisited a very regular theme of how our actions affect the people around us and how the quality of that impact proves who we are as people.



Article 18

Every child has the right to an identity

