



Aston Rowant C+E Primary School
School Lane, Aston Rowant, Oxon OX49 5SU
01844 351671

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Headteacher: Mrs Helen France

4th October 2024

From the Headteacher:

Black History Month

October is Black History Month – a time to celebrate and remember the achievements and contributions of people of African and Caribbean heritage to the British economy, culture, and history. It's a chance to tell the stories of those lesser well-known Black Britons who we might not know if we don't showcase them. This year we are exploring Black Britons who have worked in the:

- YR – Medical Services
- Y1/2 – Police Force
- Y3/4 – Armed Forces
- Y5/6 – and asking 'Who should be featured on the £10 note?'

There is an argument that Black History should not have a month dedicated to it but that it should, rightly, be remembered all year round. This is certainly our aim at Aston Rowant School. However, Black History Month provides us with an additional opportunity to remember specific individuals and events that might not be included within the national curriculum and would be overlooked if not celebrated at moments such as these. We look forward to sharing our work with you over the course of the next month.

National Poetry Day

Thursday marked National Poetry Day – an event established to celebrate the richness and diversity of poetry and to promote its importance in different cultures. Poetry is used all around the world as an important way to express how people are feeling and it is a great way of storytelling. Each year has a different theme, and this year's theme is 'counting'. Counting our blessings, counting on one another, counting the days... Each class has celebrated in their own way and shared these in Collective Worship today.

Key Areas of Information: How do we assess the curriculum at our school (Impact)?

We use assessment in school to tailor our teaching, provide effective feedback, and promote continuous growth for all pupils. We assess at all stages of the learning process in three different ways:

- **Assessment for learning:** assessing as we teach by observing and questioning to inform next steps needed for each pupil.
- **Assessment as learning:** using some of these ongoing assessment strategies to consolidate learning and help children deepen knowledge in their long-term memory. It helps us find out what they know, where the gaps are and informs future teaching. It also helps children remember more in the future as the knowledge and understanding becomes increasingly 'sticky'.
- **Assessment of learning:** Capturing at key end points precisely what children have remembered (summative assessment).

We use a variety of approaches including:

1. **Direct Observation:** watching children work in class to assess their understanding of concepts, their ability to apply skills, and their engagement in learning activities.
2. **Questioning:** is an essential tool for assessing children's comprehension and identifying misconceptions. Teachers can use a variety of questioning techniques, such as open-ended questions, probing questions, and clarifying questions, to gauge children's understanding and encourage them to think critically.
3. **Self-Assessment:** encouraging children to evaluate their own progress and performance. Self-assessment helps children develop metacognitive skills, such as self-awareness, goal-setting, and self-evaluation.
4. **Peer Assessment:** enabling children to evaluate each other's work. This can be done through pair or group work. Peer assessment helps children develop communication skills, collaboration skills, and the ability to provide constructive feedback.
5. **Summative Assessment:** this happens at the end of each unit and can be written tests, challenges or using online quizzes, interactive simulations, and adaptive learning platforms to provide real-time feedback to the children.

Statutory Assessments (End of Key Stage)

In addition to the above assessments, pupils also complete the following statutory assessments, which are fed back each summer.

- Reception – Baseline, EYFS profile
- Year 1 (and 2) - Phonics Check (optional end of key stage assessments)
- Year 4 - Multiplication tables check
- Year 6 - end of key stage assessments

With these elements combined together we get a full and detailed overview of how every child is doing and are able to set targets for future growth.

Kind regards

Mrs France

GRATITUDE

RESILIENCE

OUTREACH

WONDER

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Teaching and Learning in the Classrooms this week:



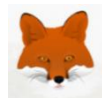
Hedgehog Class

This week in Hedgehog class we have been comparing measures. We read the story of 'Where's my Teddy?' by Jez Alborough. We compared different size bears using the language of smaller, bigger, smallest and biggest. We went on a nature hunt to find 3 different sized objects and put them in the correct order. In Phonics we have been building on our sounds and now know s,a,t,p,i and n. This equips us with enough phonemes to begin reading and writing simple words and sentences which the children have really been enjoying. In our play we are becoming increasingly independent and have been doing lots of making and coming up with our own ideas for projects. The children have been very keen to make volcanoes so we have decided to make a class volcano using baking soda and a vinegar to simulate a real eruption!



Squirrel Class

And just like that September is done and we are in the first week of October! What a busy start it has been too! In English this week we have had a fun filled poetry week, with the children learning all about Harvest mice and reading different poems about mice. We even had a go at creating our own poems in pairs. We return to our class text next week. In maths we looked at the language of more, less, greater than, less than and equal to for the Y1 children and in Y2 we explored number lines of different values, estimating values and adding in missing numbers. Our science lesson this week continued our learning for this unit on the human body, and we completed a smelling experiment to explore the sense of smell and sight. The children had lots of fun guessing what the mystery smells might be in various pots! In geography we looked at different maps of the U.K, spotting similarities (compass, key) and differences (places/colours/names). Lastly, in art we sketched a snail, using just our pencils to add detail and shade.



Fox Class

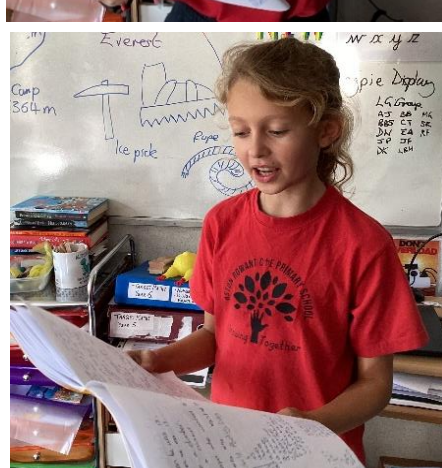
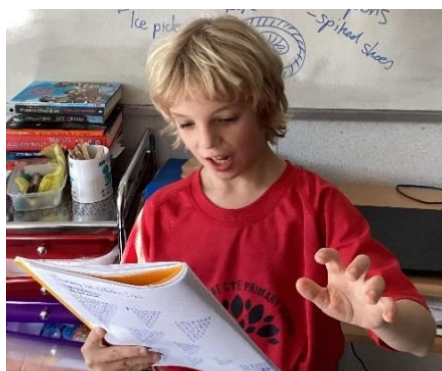
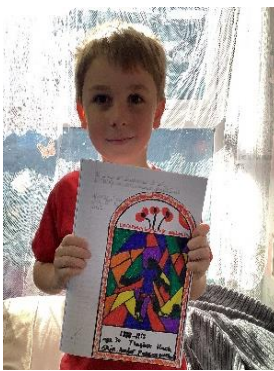
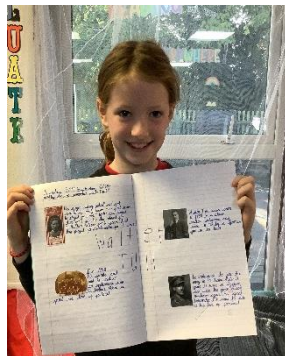
What a wet week it has been, but we haven't let that stop our creativity! In Maths Year 4 have grasped a new concept of rounding brilliantly while Year 3 have completed their Place value until and have now moved onto Addition and Subtraction. The work in English this week has blown me away! They all worked so hard on their short story ensuring it was packed with expanded noun phrases and if possible, slipping in some subordinate clauses for good measure! Giving children a purpose to write is important so once they had finished their stories, they were given the chance to read to their peers who then fed back what they thought about their work. It was a really useful exercise and enjoyed by all! Our History this week was centred on Walter Tull and once they had learnt about him and his story, children were able to choose which activity they would like to complete in order to demonstrate their learning. They relished the chance to work to their strengths. Rain nearly stopped play in Science, but we went outside all the same so children could learn about the relationship between distance and volume. Using the dataloggers and iPads, children measured the sound recorded on an iPad from different distances. It was a soggy but worthwhile investigation! In our Art, children designed a sculpture linked to our English text and thank you in advance for the resources requested as we will start designing and creating next week!



Owl Class

Despite the pouring rain, Owl Class have kept their heads down and their eyes on the topic goals this week: in English, the children found more details of Tenzing Norgay, the brave Sherpa who became part of the first pair of humans to stand on the peak of Everest. What were his hopes and dreams? What motivated him? By asking these big questions, and filling in the gaps with the evidence he can find, the children have been able to write an excellent journal piece from Tensing's point of view, shortly before he and Hilary attempt the summit. As well as that, the children also crafted some beautiful list poems for World Poetry Day, all centred on the theme of Everest. This has been a wonderful unit, and the children have really made a wonderful start to their writing. In Maths, we have been recapping addition and subtraction, and applying these skills to a range of puzzles and problem-solving challenges. The children have really stepped up to the challenges before them this week, and History provided them with a challenging viewpoint of British History: who was John Jellicoe Blair, and Britain's Forgotten Black Airmen? We looked at the Battle of Britain in general at first to ensure our context was understood, before shifting our attention to the island of Jamaica and young John Blair. What pulled him across the ocean to fight for Britain? What was his reception like in the RAF? And what legacy did he leave behind for others who followed in his path? Science included some more messy practical work, as we explored what makes a solution different from a mixture, and again ran the risk of soggy carpets as we tested and observed a range of different substances. Owl Class love Science, and their observations were of high quality. In-between rainstorms we were able to take part in Tag Rugby for PE, and in Art we began to sculpt our favourite image from last week's figures in motion lesson, into a wire-frame model. Have a great weekend, Owl Class, you have earned it.

Photo Diary of the Week





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Whole School Topic - Autumn Term: I Spy with My Little Eye

Values: Wonder

This week in Collective Worship we have been celebrating creation and the part that we play in it. We have considered the setting of the school and the landscape that surrounds us. We have thought about the time of year, the weather, what the surrounding area looks like at the moment, seasonal change and what we enjoy about the outdoors and nature at this time of year. We have reflected that Christians and many other religions believe that God created the world. Christians believe that although the whole of creation and nature are wonderful, God considers people to be the best part of his creation. He considers us all to be very special. Christians believe that God loves us to enjoy all that he has given us. He wants us to make the most of the fresh air and the outdoors, to use our bodies and to look after each other and take time just to 'wonder'.

'O Lord, how manifold are your works! In wisdom you have made them all; the earth is full of your creatures.' Psalm 104:24

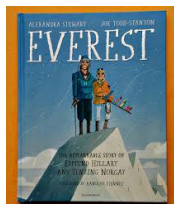
Climate Warriors Challenge

The 2024 apple harvest is likely to be more abundant than last year, with larger than average fruit sizes due to the milder weather in March and April, however, this harvest is nothing like the bumper crop of 2022. Whilst climate change, and changing weather patterns impact our UK harvests the African harvests suffer far more acutely at the hands of extreme and unpredictable weather due to climate change. You are all challenged this week to choose local fruits over imported ones – how many varieties of British-grown apples can you eat this week?

Becoming more aware of our homegrown produce and how the climate is impacting our own harvests, draws our attention to those who are really struggling. This World Food Programme project is an uplifting example of how it's possible to bring degraded land back to life - [Greening the Sahel: Healthy eco-systems for healthy diets](#)

Book Review recommended by Owl Class

Everest: The Remarkable True Story of Edmund Hilary and Tensing Norgay.



We have been using this book in our topic this term in English, and it has really helped us find out some great information about these two explorers. It tells the reader about their childhoods, and what made them want to climb mountains. We noticed that they both wanted adventure, and ended up in the same tent as their expedition tried to climb Everest. Interestingly it has a lot of detail about the routes they had to take, and the dangers that were waiting to happen. We recommend this book to anyone who wants to go on an adventure, but doesn't want to get too cold!

Happiness Calendar: Optimistic October

October is a great time to focus on the positive and set yourself goals. This month's happiness calendar is [here](#).

Attendance - This week

School target 97%	97% - 100%	90% -97%	Below 90%
Hedgehog Class	92%	0%	8%
Squirrel Class	91%	0%	9%
Fox Class	88%	0%	12%
Owl Class	68%	4%	28%

Housepoints

<i>House</i>	<i>This Week</i>	<i>Total</i>
Bethlehem	87	224
Eden	74	176
Galilee	75	184
Jerusalem	66	239

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Emails and letters sent this week

Date	Email/Letter	For	From	Concerning
02.10.24	Email	Fox Class	Office	Resources request
01.10.24	Email	All	Office	PTA Minutes – 20 th September 2024
01.10.24	Email	Fox Class	Office	Fox Class trip – Wallingford Museum

October	
Wednesday 9 th	Open Morning at LWS for Year 7 intake 2025
Wednesday 16 th	Fox Class trip
Friday 18 th	Open Morning for Reception 2025
Thursday 24 th	Be Bright Be Seen Day – wear bright visible clothes
Friday 25 th	INSET Day Working Party – open to all to re-energise EYFS area
November	
Wednesday 6 th	Open Morning for Reception 2025
Monday 11 th	I am KS2 remembrance service at the war memorial
Tue 12 th and Wed 13 th	Parents' Evenings
Mon 11 th – Fri 15 th	Anti-Bullying Week – Choose Respect Inc Tuesday 12 th Odd Sock Day
Friday 15 th	Children in Need (wear spots and dots and make a donation to this charity)
December	
Tuesday 3 rd	Oxford University visit to Fox Class - rocks
Tue 10 th and Wed 11 th	EYFS Nativity
Wednesday 18 th	Christingle in church
Thursday 19 th	Christmas Party
Friday 20 th	Pantomime in school hall School ends 13:30

Academic Year Calendar 2024-25

(Dates for Academic Year 2025-26 on website)

Autumn 24	
Weds 4 th Sept – Thurs 24 th Oct	Autumn Term (1)
Mon 28 th – Fri 1 st Nov	HALF TERM
Mon 4 th Nov – Fri 20 th Dec	Autumn Term (2)
Spring 25	
Tue 7 th Jan – Fri 14 th Feb	Spring Term (1)
Mon 17 th – Fri 21 st Feb	HALF TERM
Mon 24 th Feb – Fri 4 th Apr	Spring Term (2)
Summer 25	
Tue 22 nd April – Thu 22 nd May	Summer Term (1)
Mon 26 th May – Fri 30 th May	HALF TERM
Mon 2 nd June – Tue 22 nd July	Summer Term (2)