

Weekly Roundup 12/3/2021

Dear Parent/ Carers,

It has been delightful having the pupils back into school again. I love walking around the building listening to the chatter and laughter of the children. We have measures in place to keep the children as safe as possible and these include the continuation of the bubble system, regular hand sanitising and cleaning and adequate ventilation. Our staff also take twice weekly Lateral Flow Tests and are not allowed into school unless they record negative results. We have also introduced the one-way system at the start and end of the day so thank you for adhering to the new rules. Please also remember to wear your face covering when entering the school grounds unless you are medically exempt.

World Book Day

This Year World Book day was different as it took place remotely but it was a great success and I wanted to say a huge thank you to all the parents who got into the spirit of it. The extreme reading had so many fabulous entries and the choice was so hard but the winners are shown below



Catch up Programme

Even though we believe our online provision has been of a high quality we understand that there will be many children who have significant gaps in their learning. Schools need to prioritise addressing these gaps as soon as possible and as effectively as possible. At Kingfisher our Accelerated Learning Provision (ALP) is aligned with the findings from research which has been documented in the EEF COVID-19 Support Guide for schools:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Covid-19%20support%20guide%20for%20schools.pdf)

All children who require catch up will be targeted by the following:

1. Teaching and whole school strategies

By far the most effective way to accelerate pupil progress is to ensure the day to day teaching they receive is of the highest quality. To do this we provide our teachers with:

- Planning Support; weekly support for teachers in planning and half termly release for long term planning
- Skill Share and teaching support: A strategically planned cycle of peer support and access to a staff skill share bank of good practice.
- High quality internal training; Led by our AHT
- High quality external training; led by external advisors or part of the Local Authority School Improvement
- TT Education Training; High quality CPD organised by CHAT for all the schools
- Consistency of approach
- Early assessment and feedback; planning to fill the educational gaps. We will be carrying out a baseline assessment in reading and math as soon as possible and staff will be given time to carry out question level analysis in order to effectively plan to close the gaps. Short, low stake assessment “quizzes” have been sourced in order for us to carefully track progress and need in reading and math every three weeks. This will allow our interventions and ALPs to be aligned exactly to the children’s needs. Gaps in the children’s learning will be shared with parents along with ideas to help in those areas

2. Targeted Approaches

- Tuition; We are part of the governments National Tutoring Programme (NTP) which is a heavily subsidized government scheme to provide 15 hours of tutoring to pupils who have fallen behind. We have targeted 150 pupils from Year 2 to Year 6 and they will have daily 30 minute sessions for 6 weeks on arithmetic, place value and recall of number facts. This content has been carefully chosen because a short, intense period of coverage of these math skills will ensure they are embedded and have a long term positive impact in all other areas of Maths. We are insisting on high quality, qualified teachers for our tutors. We have been interviewing and have appointed over half required and we are confident we will be fully staffed for the programme’s commencement in the summer term. Parents will be notified if their child will be accessing this programme
- ALPs (Accelerated Learning Provision; the extra ALP sessions we have created each day will be used to double the reading opportunities for the pupils. This includes phonics. We have timetabled in two reading sessions per day instead of the usual one. This is to help the pupils catch up on missed learning.
- Interventions: after school and afternoon TA led interventions in reading, maths and phonics will continue as it was before lockdown. The model of support we use follows the findings of the DISS and MAST reports.
- Parent Volunteers. Our parents are amazing and we are building up a bank of committed volunteers to assist us in the catch up programme by reading daily with children. I am so excited about our plan for daily reading and phonic sessions for our Reception children that will be completely staffed by our parent volunteers who have had training from Mr DeSouza.

<https://www.nuffieldfoundation.org/sites/default/files/files/mastreport.pdf>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222374/RB776.pdf

- After school activities; our teachers will be running afterschool clubs that focus on closing the “wellbeing and social” gaps. For example, arts and crafts, cookery, dance and sports.

3. Supporting Parents

- During the lockdown we saw parental engagement with learning soar and we want to capitalise on the great work you did with your children by continuing to share what we are teaching and how we are teaching it. You will be receiving regular updates on areas of reading and maths that your children need to work on and links to video tutorials that show how to teach those areas. This way you will be able to support the school by focussing on exactly what the children need and what they are doing in school. Children learn best when the parents and teachers work closely together.

Our children; a force for positive change!

At Kingfisher Hall we often reflect on what we do and how we are doing it to remind ourselves of our core purpose. It is, not only to ensure our children achieve their full potential but because, as they experience our curriculum, they

will have the skills, knowledge and values to be able to be a force for positive change in this world. We want to give our pupils what they need to make the world a better place than we have left it for them.

Our pupils need to understand that they **can** make a difference and that they have a voice that we can help be heard. Their views on issues that affect children need to be heard and we need to facilitate this. By the time our pupils leave our school at the end of Year 6 we will have been able to influence them for nearly **three quarters of their lives**. Our curriculum is such that during this time they realise they can become a force for positive change: in their homes, their school, their community and the world.

Each topic that our children learn about is linked to a change project where they can apply their knowledge to manifest a positive change. We have already begun making a difference in different areas and some examples are attached the bottom of this letter with QR codes for you to watch the children talk about the changes they have made.

Every Friday, beginning this week, the children will be working with an inspirational teacher Mr John Gilbert who will be galvanising the children and facilitating the change projects. Our children **will make amazing changes that benefit others**. John will also be starting a free early morning newspaper club every Friday, letters to be sent out soon.



The School Environment

We continue to work hard to offer your children the very best learning environment. If we teach them to look after their school, then they will develop a sense of stewardship that will stay with them forever. We are also developing the outdoor learning environment and have exciting plans for a roof garden to be completed in the summer term.





Bailey Leong was 9 years old when he heard that cancer patients often lose their hair during their treatment. When he realised how that affected patients' self esteem and well-being, he wanted to do something about it. Bailey contacted the Little Princess Trust and made a vow to donate his hair.

That meant that Bailey had to grow his hair as long as possible and keep it in the best condition in order to donate it. His desire to help others meant he continued to grow his hair for many months before giving it away. Bailey hopes he can inspire other children to do the same.

Bailey Leong



Year 6 pupils at Kingfisher Hall Academy, Zahara and Dara, learnt that the food waste from our schools does not get recycled as it does in our homes and contributes to global warming when it goes into landfill sites with other types of rubbish. Zahara explained "when we found this out we wanted to change the way we disposed of leftover food in school. We designed a food recycling area in the school hall and taught children how to use it." The children contacted a company called Re-food. "Re food come once a week and collect our food and take it to a recycling plant in Dagenham. It gets turned into fertilizer for local farmers and natural gas to fuel lorries. We are happy that Kingfisher Hall Academy does not contribute to global warming with its food waste. The next step is to get all of the school children in Enfield to sign a petition demanding Enfield Council re-cycle food waste from all of our schools. They need to change!"

Zahara and Dara



CLEAN AIR FOR ALL

Air quality soars in school streets that banished cars

Closing roads around schools to traffic at pick-up and drop-off times has cut toxic nitrogen dioxide levels by up to 23 per cent, research has found.

Pollution sensors were installed at 18 primary schools in the London boroughs of Brent, Enfield and Lambeth in September.



Half had introduced "school streets" in which traffic was temporarily banned and the other half had no restrictions.

Closing roads around schools to traffic at pick-up and drop-off times has cut toxic nitrogen dioxide levels by up to 23 per cent, research has found.

The biggest difference was found at Kingfisher Hall Primary Academy in Enfield, where parent volunteers operated traffic barriers from 8.15 to 9.15am and 2.45 to 3.45pm, Monday to Friday.

The school street has cut NO₂, which is largely produced by diesel vehicles, by 23 per cent in the morning compared with schools without traffic restrictions.

Matt Clifford, head teacher at Kingfisher Hall, in one of the most deprived areas of London, said: "The scheme has been transformational for the wellbeing of pupils, staff and parents in such a remarkably short space of time.

We now have a much calmer start to the day, where we used to face a dangerous, gridlocked road, with bad-tempered drivers and lots of angry parents. Previously we even had two pupils knocked down and injured outside the school.

"Everyone says the air now feels cleaner and we have seen a big rise in our children cycling and using scooters to get to school. School at the beginning and end of the day is a happy time again."

Thank you all so much for your continued support

Matthew Clifford