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| **Staff Bulletin** | |
| **Bulletin Number 01** | **Monday 9 – Friday 13 September 2013** |
| **STRICTLY PRIVATE AND CONFIDENTIAL** | |

Thank you all so much for making me feel so welcome this week. We have had a great start to term and I am very impressed by the happy atmosphere and business like orderliness of the school, testaments to your professionalism. The young people with whom I have talked have lovely manners. Year 7 and I are helpfully misdirecting each other with the best possible intentions.

As I said, I am spending time at the moment getting to know people and places, and working on some planning and structural documentation which I hope will help us build a clear and shared future.

Do drop in any time if you need me for anything: don't feel that you have to wait for your interview slot. Also, I'll be getting around and about more easily once my Achilles injury has sorted itself out. Grab me as I pass at any time!

I'll try to keep you informed about my whereabouts, and I'm out of school a couple of times next week. I need to find out about PiXL, so that's on Tuesday. I'm at the 30th Anniversary of the Curriculum, Evaluation and Monitoring (CEM) Centre on Thursday night, back in the north, so I'll return by Friday lunchtime, I hope.

I look forward to meeting staff in the staff room 15:30 this afternoon for a get together. Hope you can make it.

Carolyn

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Performance Management (Appraisal)

The appraisal cycle for teaching staff will begin again very shortly. The main elements will be explained to all middle and senior leaders on Monday, with further details shared with all staff next week. Should any staff who are new to the school be expecting to make a UPS progression - either on to or up the scale - could they please make contact with me as soon as possible.

RAP calendar

We will publish the RAP (Raising Attainment Plan Meetings) calendar for this half term next week. The first RAPs will be on Thursday 12th September. We are changing the format and framework slightly to place them more firmly within departments and subjects, but also to maintain the crucial multidisciplinary role they play in raising standards.

Have a good weekend everyone

Douglas

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Year 9

We have had two new students join the year group this September.

*Kea Al-Shaibi will be joining 9RZ*

Kea comes from Harris Academy Eltham where she was not having a happy experience. She does have some minor literacy issues but seems keen to do well.

*Audrey Njanjo will be joining 9EC*

Audrey comes from Southwark and is a Deaf student with a Statement of Special Educational needs. Her late diagnosis has impacted on her language acquisition. She has a severe loss in both ears and uses hearing aids and a radio to access the curriculum. She is a good hearing aid and radio aid user. Audrey uses spoken English to communicate in school but French is the main language spoken at home. She responds well to speech and language therapy. She is eager to do well in school and will speak with confidence on topics that are familiar to her. Audrey is sensitive to her surroundings and can become emotional if she feels unsettled or confused and finds expressing herself in these circumstances difficult citing that she knows how she feels but does not have the language to express how she is feeling.

Audrey's interests are family orientated. She enjoys school, excelling in sport and won two gold medals in an inter-schools' borough event at the end of year 8.

Recommendations:

Make sure she can see the speaker's face when she is being taught in class or spoken to directly.

Use visual cues and real life examples where appropriate.

Modify language where appropriate.

Give her the most important keywords that she will need for that topic at the start of the topic.

Give her extra time for thinking so she can answer questions and solve problems to the best of her ability.

There will be a more detailed pupil profile available soon but if you need further information please contact Jenny Buckley in the DSC.

*Praise Phillips* has moved from 9RZ to 9JK. This is on the same side of the year and so will not most of his classes.

*Chris Alabi* has left.

Kind regards

Ben

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Year 7

Apologies for any inconvenience but next Wednesday (11th September) and Wednesday week (18th September) will see Year 7 doing their reading and CATs tests. Please take a look at the timetable below and if teach that tutor group at that time please bring them to their allocated room and remain with them. However for those of you that do not teach them in tutor groups you will be assigned a room to cover on the day.

*Wednesday 11th September*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ROOM | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Tutorial |
| 2533 |  |  | MB | MB | DE | DE |
| 2534 |  |  | AJ | AJ | ZJ | ZJ |
| 2535 |  |  | EH | EH | WE | WE |
| 0401/0602 |  |  |  |  | OK | OK |
| 1333 |  |  | TW | TW | HM | HM |

Please note that on this day, Period 3 will run into period 4 and period 5 will run into tutorial, therefore there will be a crossover of 15 - 20 minutes. Staff teaching these groups period 4 can then continue with their lesson as planned.

*Wednesday 18th September*

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| --- | --- | --- | --- | --- | --- |
| ROOM | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 |
| 2533 | OK | MB |  | OK | MB |
| 2534 | HM | AJ |  | HM | AJ |
| 2535 | DE | EH |  | DE | EH |
| 0401/0602 | ZJ |  |  | ZJ |  |
| 1333 | WE | TW |  | WE | TW |

Again, apologies for any inconvenience and thanks for your support.

Rob

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The Library

Welcome to a new academic year in the Library! All members of staff have been issued with a ‘Library Facilities Guide’ leaflet via the pigeon holes in the Staff Room. All year 7 students will receive a student guide during their induction lessons in the library and all Post 16 students have been issued with a sixth form guide during their induction. (Spare copies are always available in the Library.) Please visit us in block 6, room 2-625, to make full use of our resources and encourage the students to do the same. We always welcome new ideas and recommendations for stock, from both staff and students, in order to ensure we meet your needs.

In addition, all Tutors of years 7 – 11 have been given a poster (via their Tutor Group pigeon holes in Reception) detailing the School Library opening times. Please display these in your form rooms and encourage your students to take advantage of the Library facilities for homework and research, quiet reading and book borrowing. At lunchtime we also offer the challenge of chess, draughts and scrabble playing!

If you get the opportunity, please ask students what they are reading at the moment and generally encourage them to explore the world of books.

Thank you.

Jackie Hall and Anne Hatch

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Staff football

The weekly informal staff kick about is now starting its second season. After some transfers out over summer we’re looking for anyone who fancies playing a little football, of any ability. We’ll be playing on Fridays after school at 16:00.

If you are interested please email Greg Rodwell or Robin Morgan

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Using Word Walls to Improve Vocabulary

Word walls are an excellent way for any teacher or parent to help pupils develop and reinforce their vocabularies.

I have included a strategy below on using the word walls currently displayed in your classroom:

* Parts of Speech Word Wall: Sometimes students struggle to understand which part of speech a word fits into. To help students categorize their vocabularies and understand basic concepts of grammar, teachers can create a word wall organized by part of speech (ie. nouns, verbs, adjectives, adverbs). As students learn or study new words they can add each to the correct part of speech.

A rhythmic reminder of the parts of speech below:

Three little words you often see

Are ARTICLES: a, an, and the.

A NOUN's the name of anything,

As: school or garden, toy, or swing.

ADJECTIVES tell the kind of noun,

As: great, small, pretty, white, or brown.

VERBS tell of something being done:

To read, write, count, sing, jump, or run.

How things are done the ADVERBS tell,

As: slowly, quickly, badly, well.

CONJUNCTIONS join the words together,

As: men and women, wind or weather.

The PREPOSITION stands before

A noun as: in or through a door.

The INTERJECTION shows surprise

As: Oh, how pretty! Ah! how wise!

The whole are called the PARTS of SPEECH,

Which reading, writing, speaking teach.

Alison Vitte

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