



News and Information

Date: 24th February 2023

Dear Parents and Carers,

It has been a busy couple of weeks. Our amazing choir have had an experience of a life time performing at Young Voices in London. Word got out about their talents and as a result, they have been selected to take part in a last minute performance for Energize at Wycombe Swan Theatre in a couple of weeks so they are working incredibly hard on the next set of songs and routines.

Children's Mental Health week took place just before half term and was a chance for all children to reflect on their own mental health and their sense of belong. More details later in the newsletter.

The next few weeks continue to be busy and we will keep you updated of all the wonderful experiences and activities that the children are being offered across the school.

Have a good weekend.

Ms Martin

Headteacher

Years 5+6 Talk from the PCSO and Police

Today we had our local PCSO and a police officer attend the school to talk to Years 5+6. This was following some issues that have been raised on posting on social media sites. The officers talked to the children about digital footprints and how once they post something it is 'out there' whether they delete it or not. They also talked about criminal age for prosecution of malicious communication and that the children need to think before posting anything.

We would really urge parents to be checking the communication that your child is posting online as there were several examples and comments made from children today.

Hopefully, the session today has made all the children think about their use of social media apps and what they post going forward.



Key Dates coming up:

March

2nd—World Book Day

15th—Parent open book viewing session.

21st and 22nd—Parent Consultation Meetings

24th and 25th—Energize Performance at Wycombe Swan

30th—Gymnastics Final Competitions

SPARKLE OPPORTUNITY—DJEMBE DRUMMING



A few weeks ago a selection of children from across the year groups were invited to take part in a djembe drumming session using the set of drums we have in school. They learnt about the origins of these drums discovering that they came from West Africa. They then learnt a few different techniques to hit the djembes: slap bass and tone to create different sounds. We then worked on different rhythms and went on a parade outside the school whilst beating out rhythms on our drums. When we returned we had a go at playing along to some well-known songs and even had an impromptu dance session by some members of the groups who showed off their dance from an up and coming show 'We Will Rock You' whilst the other children created the drumming tune to accompany it.



YOUNG VOICES AT WEMBLEY ARENA

Bierton choir experience!



On Tuesday 7th February, after several months of hard work and rehearsals, Bierton choir travelled to Wembley Arena to take part in Young Voices 2023. They sang alongside 5,300 other children and parents were able to watch the whole amazing show. As well as singing alongside famous performers such as Heather Small, the choir were treated to other delights such as the Beatbox Collectives and Urban Strides dancers. It was a phenomenal event and a once-in-a-lifetime experience for all the children involved, who sang loud and proud and let their lights shine!



Children's Mental Health Week 2023

This year the theme for Children's Mental Health Week was Let's Connect.

Throughout the week the children made their own jigsaw piece to show how we are all connected to each other. Displays like these can be found all over our school.

Collaborative Art Work

Each class created a unique piece of art to display in their class. There was a wonderful variety of different media used throughout the school and the children are all very proud of their creations. This is a small selection of our art.



Getting Connected on Friday

On Friday, the children were given an opportunity to connect with children in other classes to join in on a fun activity. Great fun was had by all while baking, drawing, painting, meditating, doodling, making worry monsters and dolls, Lego challenge, spaghetti and marshmallow challenges, origami, making a sculpture, collage and dancing.



Vision: At Bierton we believe that all children have the right to be heard and their opinions valued in order for them to flourish.

Talk Tactics

Talk Tactics are a set of talk moves that teachers and students can use to promote educationally productive talk in the classroom.

Research, such as the [Cambridge ESRC Classroom Dialogue Project](#), has shown that there are certain types of contributions that students and teachers can make to classroom discussion which lead to better learning.

In this study, researchers watched recordings of literacy, maths and science lessons in 72 Year 6 classrooms. They coded the recordings using the Cambridge Dialogue Analysis Scheme which categorises different types of student and teacher contributions.

The study found that three aspects of teacher-student interactions strongly predicted performance on SATs when they occurred in combination:

- **Elaboration-** where building on/elaborating/evaluating/clarifying of a previous contribution was invited or provided
- **Querying** - where a previous contribution was doubted/challenged/rejected
- **Student Participation** - where across the lesson multiple students were seen to engage with each other's ideas, and not merely respond to their teacher's questions.

Similarly, research conducted by academics in the US on Accountable Talk has identified a number of productive talk 'moves' which take a classroom conversation from recitation to reasoning.

Amongst others, these include:

- **Verifying and clarifying-** this could include "revoicing" a student's contribution and offering them the chance to agree or disagree with the teacher's rendition.
- **Linking contributions-** such as, "who wants to add on?" ensures contributions develop previous ideas.
- **Recapping** - the teacher provides a concise and coherent summary of the group's discussion.

Building on this research, Voice 21 have developed teacher and student 'Talk Tactics'. These outline the types of contribution teachers and students can make, encouraging teachers and students alike to think strategically about their contributions to classroom dialogue, considering, for example, which tactic would develop a child's thinking the most or move a discussion beyond a surface level exploration.

Student Talk Tactics



Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument



- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Phonics at Bierton

Vocabulary

Blending

This involves looking at a written word, looking at each grapheme (letter) and identifying which sound they make and merging these together to make a word. We practise this in our phonics sessions using Fred talk to help the children to first sound out the word and then say the word.

<https://schools.ruthmiskin.com/training/view/WO1ddcU3/nZYewP7D>

Book bag books

The children that are in red group up to grey group will now have started to bring home book bag books along with their phonics book. The book is matched alongside their phonics books to give them an extra opportunity to practise the sounds that they now. The story will often also have the same characters or themes as their phonics book. This second book for your child to read to you, they may need some encouragement when reading. It could be by pointing at the words as they go or reassuring them that they can Fred talk the word first and then say the whole word.

On the inside cover of the books there are red words, which cannot be sounded out and green words which can. Practising these before reading the story will help the children to feel more confident at reading them when they come across them in the book.

The your child has read this book to you there are pictures at the back which they can use to help them retell the story in their own words and questions to discuss which helps to build their comprehension. Reading both this book and their phonics book more than once will help to increase their fluency and bank of known words which will support them as the books become longer and trickier.

Videos

Blending <https://schools.ruthmiskin.com/training/view/WO1ddcU3/nZYewP7D>

Fred talk—<https://schools.ruthmiskin.com/training/view/OCn7owjF/8WQ2tJ0a>



Visit to the Natural History Museum in Tring

Last week, we all visited the Natural History Museum in Tring as our part of our science learning. Both Year 3 and Year 4 are currently learning about animals including humans and participated in workshops about classification. We learnt about the difference between vertebrates and invertebrates and also looked at the different groups of vertebrates. At the end of the workshop, we showcased everything we had learnt about the different types of animals. When exploring the museum, we also looked at different skeletons and teeth, which will help us during the rest of our current science unit.

