



John Willmott School remember the fallen.

On Friday 9th November John Willmott School students fell silent to remember the fallen. Derrick Griffin, the Mayor of the Royal Town of Sutton Coldfield joined the school in their service of remembrance. Over 220 students gathered in the school hall and welcomed The Mayor, along with representatives from the Royal Air Force, West Midlands Police, School Governors and the JWS Parents Association.



All the visitors were invited to lay wreaths and crosses in memory of those who served their country. Students who are members of uniformed organisations were also invited to attend school in their uniforms and lay crosses on behalf of those groups. One student commented 'This was a very special service reminding us of the sacrifice of so many on our behalf'.

Music for the service was provided by the music department beginning with a beautiful rendition of Ludovico Einaudi's *Nuvole Bianche*, by a Year 7 student, a spectacular Last Post played by the school band, and a violin solo of 'keep the home fires burning'.

This service was the culmination of a week commemorating the service of soldiers from Commonwealth countries who fought in the World Wars. The school canteen served food from a different commonwealth country each day including delights from India, Canada & Jamaica.

Earlier in the term Mrs Marriette, Head of History delivered 550 flags that had been designed and decorated by students, to The National Arboretum, where they were used as part of an art installation commemorating the contribution made by commonwealth soldiers. *Flags for the Fallen* was developed by Julie Edwards and Ron Thompson of 'Planet Art', the flags were added to a giant map of the United Kingdom, Ireland and the Commonwealth countries to remember those who made the ultimate sacrifice for their country 100 years ago.

Tracey Peters, Headteacher commented, 'it is appropriate that on such a special anniversary the staff and students of John Willmott School undertook their most comprehensive commemoration ever. All 1000 students in the school were involved in recognizing the events of 100 years ago, with our final service being a superb acknowledgment of the service of many. We are particularly proud that our student's work features in a wonderful art installation at The National Arboretum.'



'When you go home, tell them of us and say.

For your tomorrow, we gave our today.'



The Soldiers from 100 Years

100 years came so fast,
Since the horrid gruelling past.
I give thanks to thee faithful soldiers,
Who risked their lives for more ..the bolder,
Who walked on that field that very morning,
Fighting for their country without giving warning.
So we should give them their special mourning.
Who took on their roles to do what was right,
To keep going and going putting up with the fight.
They conquered, succeeded saved the plenty,
You wouldn't believe some weren't twenty.
Now we must remember why we are here,
As we mark this very special year.
The many that pushed back their fears,
The soldiers from 100 years.

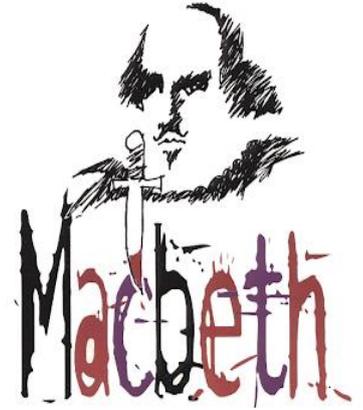
For those that matter





Hubble bubble, toil and trouble!

As part of our commitment to offering our students enriching opportunities we will be taking all of Year 10 & Year 11 to the theatre. Both year groups are studying Macbeth for their GCSE English exam and after one of our regular student voice sessions a student pointed out that we ask them to study a play but they had never had the opportunity to see one performed in a professional theatre.



So in March 2019, 350 John Willmott students will be travelling to the centre of Birmingham to watch the three witches perform their famous spells. The play will be brought alive and support our students with a deeper understanding of the chosen text. We are subsidising the visit to ensure that all students benefit from this exciting opportunity. If you have not yet received your letter then keep your eye out for it and return it as soon as possible, we do not want anyone to miss out on this spooktacular opportunity.

Hello Erdington



Hello Erdington is a scheme started by The REP to develop closer relationships with the Erdington community. There are a limited number of £7 tickets on offer to residents from all four wards of the Erdington District (Erdington, Kingstanding, Stockland Green and Tyburn), available for performances on the following dates (subject to availability and limited to 4 tickets per play per household):

To book, simply call the box office, The BOX, on 0121 236 4455 and quote Hello Erdington. They will require proof of your address.



Assessment Cycles at John Willmott School

There are five assessment cycles during the academic year at John Willmott School. These are one of the primary methods how teachers can follow how well your son or daughter is making progress towards subject targets and in turn allow the school to share with parents and students the current grades that are being achieved.



Assessment cycles last two weeks and are generally at the end of a half term. For instance, all children across the school were engaged in assessments before the half-term break. The next cycle is just before the Christmas break and so on. During an assessment cycle, students will take a test of some manner in each subject. This test will vary in length but will cover on the whole content completed up until that point and skills that are required for the subject. The tests are most often completed on yellow paper and stuck in the exercise books. This way, parents and students can refer back to the tests and make improvements as appropriate.

Following the assessment cycle, the teachers mark the tests and share these with other teachers across the department. This way, the department can be confident that the marks awarded are valid. These marks are then shared with the students who make a note of the grade in the rear of their exercise books. Teachers within the department and leaders at the school can then review how the students and classes have performed.

The school uses the assessment cycle data at parent's evenings and when school reports are sent home. The dates of the parents evening and school reports were shared within the most recent newsletter which can be viewed on the school website.

Your children's teachers inform, before an assessment cycle what content will be covered. I would encourage all students across the school to prepare for the tests by looking through their exercise books in addition to using any online or revision guides that are readily available.

Please contact me at the school if you would like any further information about assessment cycles.

Paul Averis
Deputy Headteacher
p.averis@jws.bham.sch.uk

Assessment Cycle 2	3 rd – 14 th December *
Assessment Cycle 3	4 th – 15 th February
Assessment Cycle 4	1 st – 12 th April*
Assessment Cycle 5	24 th June – 5 th July

***Y11 Trial Exams 26th Nov – 12th Dec and 18th – 29th March**



Home Learning and Knowledge Organisers

“Nothing is better than reading and gaining more and more knowledge”
Stephen Hawkins

Last year we launched Knowledge Organisers with Years 7 and 8 to support the key principles of our EEE Teaching and Learning model and the development of our knowledge based curriculum. This academic year we have continued to roll this up to Year 9, so that Years 7-9 inclusively have all the key knowledge they need for each subject, each term.



This forms the basis of their home learning, to consolidate what they have learnt in the classroom. Students should use their Knowledge Organisers habitually, each evening, in order to support their learning and embed key knowledge which is assessed in lessons.

Research indicates that the most effective homework for students is carefully organised and monitored, further to this self quizzing and regular retrieval practice is crucial for academic success. Therefore teachers will set specific areas of knowledge for students to learn and will check this through the phases of learning within the EEE model: Routines and Management, specifically Do It Now activities; Explanation; Modelling; Questioning; Deliberate Practice and Feedback. This model can be found in all student planners and is referred to in every lesson, through assemblies, learning conversations and pastoral time. Once a week students are asked to bring in their Home Learning exercise book and use their Knowledge Organiser in form time to independently retrieve and recall information; address gaps in knowledge and consolidate their learning.

It is essential that challenging home learning is purposeful: that it strengthens students understanding of key information, concepts and subject specific terminology directly related to their curriculum and therefore syllabuses that inform their GCSE examinations. The rigour and demands of the reformed curriculum and changes to terminal examinations means that for students to succeed they must have crucial foundational information and knowledge reinforced repeatedly and the use of Knowledge Organiser, supported by quality first teaching promote this.

In addition to Knowledge Organisers and set home learning in years 10 and beyond there are other ways that you can support your children in their achievement and progress. We encourage all students to read outside of the classroom in order to develop their spelling punctuation and grammar application. In addition it is crucial that students are reading appropriately challenging material to expose them to tier 2 vocabulary; these are the sophisticated and sometimes unfamiliar words which are becoming increasingly important to decode examination material in all subjects. Furthermore all students should use MathsWatch outside of their Mathematics lessons to consolidate and strengthen their understanding and application of taught concepts and terms

Lisa Lockley
Assistant Headteacher Key Stage 3
Progress and Outcomes



Awards and Rewards



The role of rewards in recognising and promoting John Willmott values is a key part of developing the potential of young people. Praise is a key component of good teaching and good staff/student relationships. Our electronic behaviour system forms the foundations of our effective rewards system here at John Willmott. The beauty of this system is that it provides instant recognition of a student's achievement in school.

Students are awarded House Points for a number of things such as producing an outstanding piece of classwork or an act of kindness or generosity. In addition to House Points, we reward our students in a number of other ways on a daily and weekly basis. Students' efforts and achievements may also be acknowledged with a 'Feel Good Friday' phone call home, John Willmott Reward stickers and/or a letter home to parents/carers. Throughout the year, there are rewards experiences awarded to students with high attendance (97%-100%) and excellent behaviour. Experiences include film afternoons, non-uniform days and trips.

At the end of each term, Celebration Assemblies are held to celebrate achievements in a formal manner. There are a wide range of categories that students are recognised for in these assemblies, including rewards for attendance, highest number of house points, progress and achievement rewards in individual subjects, sporting achievements, community awards, form tutor awards, Head of Year awards and the highly prized Headteacher's award. Across the school, our students value and appreciate Celebration Assemblies as a means of being rewarded publicly amongst the year group and invited parents/carers. This, therefore, provides our students with an invaluable opportunity to support, share and celebrate each other's successes together; which, in turn, promotes an acceptance of positive achievements and excellent behaviour

Also this term, we will be awarding LORIC Certificates. They will be awarded to students for demonstrating the characteristics of leadership, organisation, resilience, initiative and creativity. These certificates are worth 5 house points and will be kept in their record of achievement folders.



House Challenge Cards

2018 has seen the exciting addition of the House Challenge Cards. There are three challenge cards each with ten challenges for the students to complete in order to win house points for their houses. There are a wide range of challenges for the students

to engage with such as 'read out loud in class' or 'Recycle household rubbish to help reduce carbon footprint'. The challenges have been designed in order to push students out of their comfort zone by trying new things; ultimately this will enable our students to become more confident individuals and unlock their potential.

The challenge cards have been a huge success and have really captured the imaginations of the students. JWS students enjoy healthy competition and teachers have been busy ticking off the challenges and logging those important house points!



Attendance - Leave Of Absence in Term Time Reminder

All requests for leave of absence/holiday in term time must be made in writing using the appropriate school form and should be returned to the school no later than ten days prior to the leave being taken.

From September 2013 the DFE amended the Education (Pupil Registration) (England) Regulations 2006 removing the Head Teachers ability to authorise leave of absence for a family holiday.

However, the Head Teacher will consider each application and decide if there are exceptional circumstances for the absence to be authorised.

Therefore, if a parent removes their child from school during the dates that have been applied for without the authorisation of the Head Teacher then the matter could be referred to Birmingham LA for consideration of the issuing of Fixed Penalty Notices in respect of each Parent for each child.

Attendance Focus

There are only 16 school days left until the Christmas holidays!

For all students who have 100% attendance from half term coupled with excellent behaviour, there is a reward on offer!



Qualifying students will attend the Empire Cinema in Sutton Coldfield to watch a Christmas themed movie.

All you need to do to enjoy this treat is have 100% attendance between 5 November and 20 December and show excellent behaviour. Easy!

We currently have 301 students achieving 100% attendance

R. Shell-Macleod
Assistant Headteacher KS4
Progress and Outcomes

Last Week of Term

Contrary to popular belief we will continue to work hard and learn in normal lessons right up to the last day of term.

Every day counts! Year 11 will be in an intensive immersion week right through to 3:10 on Thursday 20th December. All other year groups will be completing the half term's scheme of work.

EVERY DAY COUNTS!



KS3 forms the foundations for future learning

The new GCSE exams are more rigorous and call on students to be able to recall information effectively and respond to the demanding questions. With this in mind, we have reviewed, adapted and changed our KS3 curriculum to allow students exposure to these types of questions and materials from the start of their secondary school journey



What does the KS3 Curriculum Look Like?

The aim behind the schemes was to build a curriculum that would follow 3 key principles:

- Learning for good and not just for now
- High aspirations and challenge for all students
- Sustainability

Our KS3 curriculum offers students interleaving learning through recall, retrieval practice, revisiting topics and concepts over time. This will ensure the basic building blocks are in place and built on and informed by formative assessments at each step of the journey. Assessments will prepare them for the KS4 curriculum and how they are assessed at GCSE. The new schemes of learning follow our Enthuse, Engage, Excel structure to ensure that the students are challenged through a range of material and topics. Ultimately, our students will become resilient learners who are able to work independently and produce extended responses effectively.

All Year 7 and Year 8 students study a broad and balanced curriculum covering:

Art and Design

Computing and Technology

Drama

English

Geography

History

Mathematics

Modern Foreign Languages

Music

Physical Education

Religious Education

Science

L Norton
Assistant Headteacher
Communications



How do we assess students work at John Willmott School?

You may remember the days when teachers marked in red pen with a tick or a cross and if you were lucky a grade! Those days are long gone as we have introduced more effective ways of assessing and improving student's learning. At John Willmott student's work is marked in a number of different ways all designed to support the student in developing their learning.



Responsive Feedback

This provides feedback on the deliberate practice that students have carried out in a lesson using faculty pink feedback sheets. This type of practice is used to assess student's mastery of a discrete piece of knowledge or skill.

Whole Class Feedback

This is used as an alternative way to provide feedback on the deliberate practice task following the lesson, making notes as they go on the whole class feedback sheet. Teachers will share examples of good practice, unpick misconceptions and offer dedicated lesson time for students to improve their work.

"Live In" Lesson Feedback

During the deliberate practice phase of the lesson the teacher will circulate giving live feedback to students as they do so. Noting or highlighting (pink/green) whole class errors, areas for development and areas of strength along with provide verbal feedback. We use visualisers to share good practice, talk through marked examples in order for students to see how the success criteria has been used.



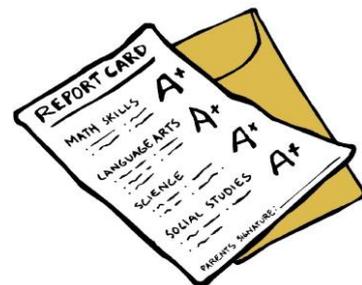
Assessment feedback refers to the feedback that students will be given this will be done once a half term during an assessment cycle.

So now hopefully when your child comes home and talks about the dark art of 'whole class marking' or 'green pen' you will understand what they are talking about.

We are very proud of our student's exercise books at JWS as they show our student's commitment to improving and developing their work and that our High Standards, High Expectations and Huge Aspirations are evident in their books and their classrooms every day.

Report Dates

19 December 2018	Years 7, 8, 9 and 10 Interim Reports
20 December 2018	Last Day of Term
10 January 2019	Year 11 Reports
15 February 2019	Years 12 and 13 Reports
3 March 2019	Year 9 Reports
15 March 2019	Year 8 Reports
12 April 2019	Years 7,8,10 and 11 Interim Reports
28 June 2019	Year 7 Reports
17 July 2019	Year 10 Reports
17 July 2019	Year 8 and 9 Interim Reports





Whitemoor Lakes Review

Previously, all the House Captains and House Ambassadors were sent along with their Head's of Houses to Whitemoor Lakes for a day of team-building and team-inclusiveness. Each house was split into two different groups which contained 2-3 people from each year group. These groups encouraged an inter-year mentality and were not so big that people didn't get to know one another; they also meant that people felt comfortable to do the activities to the best of their ability, this encouraged many pupils to step out of their comfort zone and have a "brilliant day, packed full of activities", as described by one of the pupils.

The day was split into two parts: Indoor activities and outdoor activities. In the morning, four of the eight groups did the outdoor activities while the others did the indoor activities. The outdoor activities entailed a challenge course, to test the students' teamwork and endurance. There was crate stacking, to test the pupils' unity, trust and communication, and many more. The indoor activities included many different exercises to encourage co-operation between those participating in order to gain points and try to beat the other houses and other teams. This type of competition encouraged even the most unwilling of people to give the activities a try because we wanted our house to win to prove that we are the best.

This competition was also encouraged by the instructors who were there as they too wanted to see us succeed in developing our rapport as a house, along with trying to get us to step out of our comfort zone while try something new in order to truly appreciate the day. Most, if not all, of the pupils achieved this and took at least one thing from the day that they didn't know before - along with an improved sense of attachment to their associated house, making it overall a successful day, with Mr Isaacson stating that "The transformation of the confidence of the pupils between the morning and afternoon activities was incredible and wonderful to see".

Sixth Form Taster Day to Whitmore Lakes

Our year 11 students took part in a trip to Whitmore Lakes on 5th November.

The day began with breakfast together in the Sixth Form centre before making our way to Whitmore Lakes in Lichfield.



Alongside zip wiring, abseiling and games, students had a wonderful opportunity to learn all about the courses that are available to them after Year 11; choosing to participate in activities linked to the subject areas they are most interested in.

Our Sixth Form Open Evening is 21st November 6pm-8pm. We look forward to meeting all of our students and their parents where they will have the opportunity to ask staff about the broad range of courses we offer and access help and support regarding further education.



Autumn/Spring Term – Important Dates

Thursday 29th November – Year 8 Day trip Bletchley Park

Thursday 29th November – Year 12/13 Parent's Evening

Thursday 6th December – Year 8 Parents evening

Monday 10th – Friday 14th December – Year 12/13 Trial Exams

Wednesday 19th December – Annual Awards Evening

Friday 21st December – INSET day

Christmas Holidays

Monday 7th January – INSET day

Tuesday 8th January – Return to School 8:50am

Thursday 17th January – Year 11 Parent's Evening

Thursday 7th February – Year 8 Options Evening



*****NEWS FLASH*****

**Thursday 20 December is a
full school day – all
students are expected to
attend**

NEWS FLASH...NEWS FLASH...NEWS FLASH