

# The King's CE School

*Aspire, Believe and Achieve Together*



Newsletter 15 Friday 8th January 2021

Dear Parents and Carers

Happy New Year to you all I hope and pray that you are all managing to keep safe and well in these challenging times. Our thoughts and prayers as a school community go out to all those who are ill or suffering as a result of this pandemic.

This was not the start of the year that any of us wanted but I have been really impressed, once again, by the speed at which we have all adapted to online, remote teaching and learning. The response from pupils, staff and parents has been tremendous and there has been a real sense of empathy (one of our key school values) and collective support as we have considered the wide range of demands, issues and challenges that this pandemic has brought upon us all. We have managed to ensure that the education and wellbeing of our pupils remains the absolute priority. Thank you for the part that you have played in making this happen.

Hopefully we are now in a position where all of our pupils have access to online learning facilities at home, please let us know if this is not the case or if your child is having difficulty accessing the work remotely. We will also be providing supermarket vouchers for those pupils who receive free school meals and further information is being sent out about this. If you have any questions or concerns about any aspect of your child's education, please don't hesitate to get in touch with us via your child's form tutor or head of year in the first instance.

Despite the obvious challenges that we have all been facing in moving to remote education and dealing with the uncertainty of the summer examinations for Year 11 and 13, there have been many positive developments in school this week.

On Monday we held a really productive teacher training day where the focus was on meeting the learning needs of all pupils, including through our online teaching and learning. There were over 20 different workshops and presentations, all focused on how we can further meet the needs of all our pupils and deliver an outstanding education.

You may have seen The King's on the BBC national news on Wednesday evening. We were delighted to welcome the BBC's Education Correspondent, Branwen Jeffreys into school and the pupils who spoke to her did an amazing job, speaking very clearly about their feelings at the announcement regarding this summer's examinations. The fact that the BBC highly value the thoughts and opinions of our pupils and our school is something that should give us a great sense of pride and I know that many people have said how proud they were to see our school on national television, contributing to the national debate about education.

Hopefully you will have seen our annual Presentation Evening last night for our ex-Year 11 and 13 students who have now moved on to the next phase of their education. We celebrated their examination success as well as presenting a range of special achievement awards. The Presentation Evening is available to view via our social media and website. Hopefully you will agree that it was a real beacon of light and positivity, displaying the true spirit of our school. It was great to be presenting our awards and recognising the success of our exam cohorts from last year and the challenging circumstances they faced. To be sharing the evening with the Archbishop of York, Judge Rinder and Julie Hesmondalgh was another amazing boost and I thought their messages, including the one from our Chair of Governors, were so poignant and personal.

This has been a return to school week like no other. I am very proud of what everyone in school community has achieved and the resilience and positivity that you have all shown. In his speech at our Presentation Evening last night The Archbishop of York, Stephen Cottrell, said:

**'It's great to be joining you for your awards evening this evening because I know it has been a really tough time for young people this year, especially those of you who did your exams and moved on to new things...what the world needs now is more than a vaccine, it needs an injection of hope. I hope and pray that all of you who have achieved so much, as you go out in the world, despite the difficulties of the present time, the things you have learnt in this school, the Christian values and Christian ethos that have shaped you, I hope that you will make a difference in our world, giving it the injection of hope that it needs'**

As we begin this new year together as a school community, I would like to thank you all for your continued support and encouragement and for everything you are doing to give us the *injection of hope* as we move forward together.

James Ludlow

Principal

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## Congratulations Elijah!

On Tuesday 15th December, Elijah Rama a Year 11 student received a surprise from West Midlands Police in recognition of the compassion and maturity he had shown when rushing to the aid of Ezekiel, who had been seriously hurt in a road collision in Wolverhampton City Centre.

WMP had intended to present Elijah with a Young Persons Award from Dave Thompson Chief Constable, but Covid-19 saw the ceremony cancelled, so WMP worked with Ms Taylor-Cartwright Elijah's Head of Year, and his Mum to arrange a surprise presentation in school.

Along with the Award, Elijah was presented with a sports clothing voucher for £60, the Christmas gift was kindly paid for by the West Midlands Police & Crime Commissioner David Jamieson using money seized from criminals under the Proceeds of Crime Act.

Elijah thought he was Zooming into a careers talk but came face-to-face with Assistant Chief Constable Mark Payne. Ezekiel also joined the virtual meeting to say his thanks.

Ezekiel suffered a badly broken leg in the collision which happened back on 15th November 2019. Ezekiel was treated at Birmingham Children's Hospital for a nasty leg fracture but thankfully has made a good recovery.

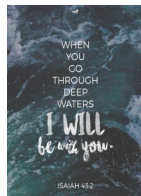
At the scene of the accident Elijah made his way to the front of the crowd that had gathered to comfort Ezekiel and place his coat over him to keep him warm. He moved onlookers away to make room for paramedics, and even called Ezekiel's mum to let her know what had happened and that he was in good hands.

To see how it all went please [click here](#).



We hope you are all keeping safe.

Please know that we are thinking of you and praying for you. Do send prayer requests to: [chaplain@kingswolverhampton.co.uk](mailto:chaplain@kingswolverhampton.co.uk)



## Girl's Empowerment Project

On Thursday 17th December 2020 we launched our Girls Empowerment Project, we were joined by St Peter's School Wolverhampton and Bartholomew School Eynsham. Some fantastic questions were posed by all the girls to our guests Fiona Shaw, Denise Lewis and Ayo Awotona!

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## Information Sheets to Support Learning.

Please see the following information sheets which Mr Cox-Darling has provided to help you support your child with their reading at home, helping home learning, supporting home learning routines and reading with TRUST.

### 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-early-years/](https://eef.org.uk/literacy-early-years/)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-ks3-ks4/](https://eef.org.uk/literacy-ks3-ks4/)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)



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## HELPING HOME LEARNING Talk with TRUST



Learning opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas.

### Talk with TRUST



### T Take turns to talk about what you are going to do



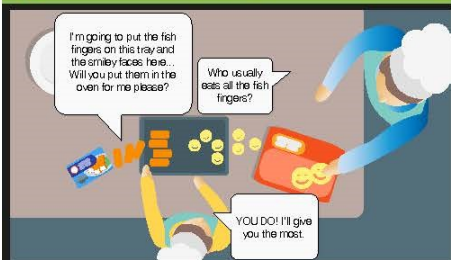
### R Recap the plan as you are working



### U Use lots of encouragement



### S Share and talk about experiences that will help



### T Tune-in and be interested



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## Supporting home learning routines

### Planning the day



Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
I woke up at a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## HELPING HOME LEARNING Reading with TRUST



Enjoy reading with TRUST	
<b>T</b> Take turns to make predictions	<p>The looks like a great book, what do you think will happen to the boy?</p> <p>I wonder what he's going to do with the red paint?</p> <p>I think he's going to travel back in time.</p> <p>He's going to make some cave paintings because he's a cave boy.</p>
<b>R</b> Recap to check ideas & understanding	<p>Can you remember what we read first?</p> <p>What's the last thing that we need to do before we are ready?</p> <p>I know! We need to put the flour in a bowl first.</p> <p>We have to stir the mixture and put it in the cases.</p>
<b>U</b> Use encouragement and praise	<p>Yes definitely, can you find all of the things that grandma could use in her garden?</p> <p>Well done! Now let's look for the things that we could use in the kitchen.</p> <p>Can we look at the catalogue?</p> <p>I want to show you the things I've found for grandma's garden.</p>
<b>S</b> Share prior knowledge & past experiences	<p>Which animal is in the picture?</p> <p>Well done! Do you know anything about penguins?</p> <p>It's a penguin!</p> <p>I know that they live in a cold country. They like to swim and catch fish.</p>
<b>T</b> Tune-in and listen. Be curious with your child	<p>Can I read a dinosaur story? I love dinosaurs.</p> <p>I think we'll see what they liked to eat.</p> <p>Yes please! I love dinosaurs too. I wonder what we'll find in this book.</p> <p>That would be amazing. Let's get reading and find out!</p>



The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report [Preparing for Literacy](#) (p.9)

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## From the Chaplain....

If you could have any superpower, I wonder what it would be? I wonder if you would choose super-strength, the ability to fly or perhaps the ability to see into the future? Sometimes I think that it would be really useful to have advance notice about what is going to happen to us, but there are other things that we might be glad not to know in advance, aren't there?

In our worship this week, we celebrated the Christian season of Epiphany and the revealing of God's son to the world. We remembered the travellers from the East who set off on a long and dangerous journey, because they believed they had seen a sign and wanted to follow where it led. They couldn't have known what dangers they would face on the way, they wouldn't have foreseen that the King of Judea would try to trick them and they would never have guessed that their final destination would be the home of refugees... I have no doubt that not only their meeting of the holy family but also the challenges they faced en route, had an impact on them, and that they returned home with a different outlook on life as a result.

Once again we find our lives severely restricted. Once again, our normal ways of life are barred and we are having to seek new ways to live, to work and to interact with one another. Once again, we are facing the disappointing reality of events we had planned being cancelled. I wonder what happens though, if instead of focussing on what we cannot do and what cannot take place, we look for where God *is* at work. 'When one door closes another door opens', said Alexander Graham Bell. Instead of seeing barriers, let us look for opportunities.

It was to people in exile, far from their homes and their 'normal' ways of life that God sent his messenger Isaiah with this message:

See, I am doing a new thing!

Now it springs up; do you not perceive it?

I am making a way in the wilderness  
and streams in the wasteland.

I wish you a very Happy New Year and pray that it might be a year of opportunities to see God at work through in your life and in our community. Amen

## Next Week's Theme for Worship

Genesis 37:5-11

18-28

Jealousy and despair



At The King's CE School we believe that everyone is unique and created in God's image. We enable all to achieve their God-given potential; to grow, learn and aspire; to transform their lives and the lives of others and to journey in faith without limits within a unified, respectful and harmonious community.

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