



AROUND THE PALACE

Dear all,

At the start of term we launched the 3Cs at Old Palace and all students enjoyed an excellent video produced by our Student Leadership Team (pictured below) on what these represent. The video can be found by clicking [here](#) (may only work internally).

In summary, the 3Cs reflect the qualities that we want all our students to have developed by the time they have left us at Old Palace. We want our students to

be **Capable, Confident and Connected**. In next week's Bulletin we will give more details on how this links into the provision at Old Palace and how your daughter will develop these qualities.

This week's Bulletin already demonstrates these qualities; from students trying new things and gaining confidence through opportunities such as the Water Polo trials together with all the fantastic reports from Prep about how the girls there are learning

so much so early in the term and developing their capabilities.

Wishing everyone a good weekend.

Jane Burton, Head

Senior Leadership Team



Water Polo



On Saturday I went to a Water Polo try out session. I loved it! It was fun and I got to improve some of my skills. We practised catching and throwing with one hand and some shooting. I am pleased to say that I got quite a few goals! One of the coaches there said that if I pointed my fingers and kept my arm up straight, I would be able to get some better goals. I did!

I'm definitely going back next week! It was really fun, and it was just lovely to be back in the water again!

Nia L, Year 7

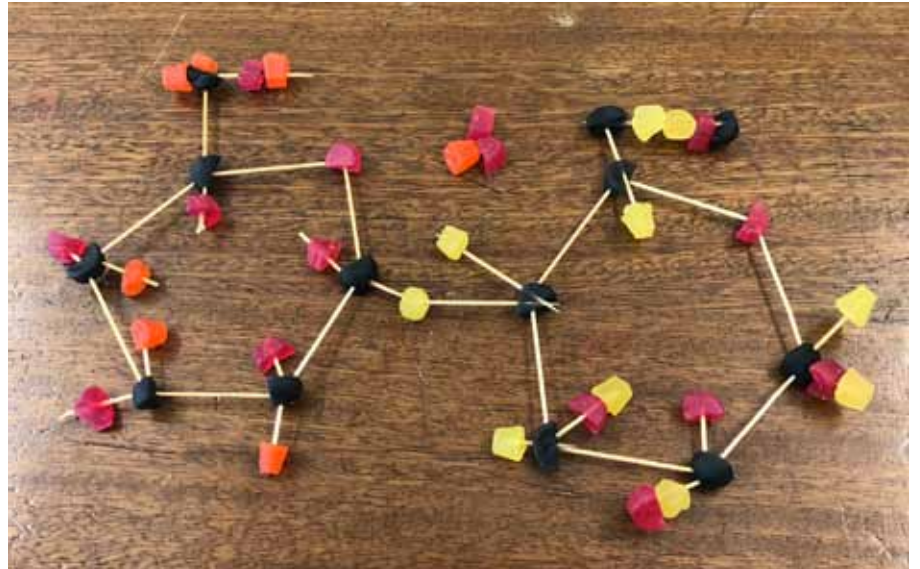
Jelly Models

The Year 12 biologists have been studying the structure of different sugars. Anya and Jessica wrote this account of one of the modelling activities.

"In our Biology lesson on Tuesday, we had the exciting activity of making Disaccharides with gummy sweets and cocktail sticks. The aim of this lesson was to understand how two different monosaccharides join together. We decided to make the structure of glucose and galactose to make lactose.

This activity really aided us in visualising how these reactions take place and helped us to understand how the glycosidic bond is formed in a condensation reaction. The fact that we could use everyday material was incredibly assistive and fun."

Anya and Jessica, Year 12



Year 1 The Enchanted Woodland



Year 1's topic this half-term is The Enchanted Woodland. Girls walked around our lovely gardens and field to explore what woodland objects they could find. We felt the bark of the trees and collected an array of interesting objects. We found pine cones that looked like roses, bark, moss, seeds and twigs. Kezia even found an earwig, which we shared with Year 2 for their minibeast project.

Introducing our new Teaching and Learning Framework

This framework is a new way of measuring and developing the high quality teaching and learning at Old Palace Senior School.

It has been designed in line with the three C's alongside up-to-date research and has been through a consultation process involving all staff. The goal of all we do is the student outcome box. These student outcomes are enabled

and supported by necessary conditions and teaching approaches.

This framework will be used to support and drive staff professional development. We are very excited to be introducing this across the school to ensure our teaching remains at the highest level so that you daughters experience in the classroom is outstanding.

Teaching and Learning Framework

Outcome in Students

Capable

Old Palace has a culture of high academic achievement.

Students: display strong factual knowledge, use and demonstrate required skills; their work shows strong progress towards examination requirements; are developing communication and technology skills.

Confident

Students: try things out and take appropriate risks; contribute to lessons; strive for success through focused effort; know that they can improve their chances of success by working hard and responding to feedback; are becoming more positive, assured, and capable in the face of difficulty; are developing leadership skills; take pride in work at all stages of the process; know that making mistakes is part of learning.

Connected

Students: work effectively with their peers and collaborate well on larger projects; make links between their activities in the classroom and the wider world; are not afraid to question the world around them; are developing teamwork skills.

Curious

Students: question the world around them; approach tasks with interest and enthusiasm; derive joy from learning and understand its value; are interested in discovering gaps in their understanding.

Creating powerful learners

Students: are developing transferable learning skills; are prepared to learn from their mistakes; make use of problem-solving skills, and Habits of Mind; have a positive attitude to learning and a strong growth mindset; are mentally agile, pragmatic and resilient; are developing the skills required to be effective independent learners and researchers; use their imagination to find creative responses to problems.

Necessary Conditions

Excellent teacher knowledge

Teachers have thorough knowledge of relevant subject material and examination requirements; they encourage and are able to answer challenging questions and are prepared to conduct research down reasonable student-led lines of enquiry.

A safe and happy learning environment

Sound pastoral structure. Teachers have good rapport with students and students have good rapport with their peers. Respectful and professional working relationships nurtured with clear behaviour expectations.

Educational environment

Classroom displays provide inspiration for students. Up to date displays lead to enthusiasm for subject and breadth of opportunities both outside and inside classroom. Extracurricular activities are celebrated, encouraging students to go above and beyond.

Teaching Approaches

Challenge

Students of all abilities should face high challenge and be learning just outside of their comfort zone.

Modelling

Teachers talk and guide students through material and provide students with a wealth of examples. Experimental and developmental activities follow the learning of basic material.

Practice

Students work with the new material to cement understanding. Guided practice will often lead into independent practice. Effective scaffolding helps students achieve challenging objectives.

Feedback

Focus on improving student outcomes in all tasks. Emphasises the importance of effort and perseverance encouraging a growth mindset. Celebrates achievement and provides targets for improvement.

Questioning

A variety of questioning methods are used and these develop student growth mindsets. Socratic questioning is used to stretch learners to develop understanding when appropriate.

A letter from Mrs Nike

It has been wonderful this week to see the girls become engrossed in their new Cornerstones topics. The Year 1 girls have been captivated by their Enchanted Woodland topic and enjoyed being outside and exploring the outdoors. I had the pleasure of meeting Sahara the African snail this week- she even popped out of her shell to say hello.

Some of you might be wondering what the Cornerstones curriculum is. Well, it is a creative and thematic approach to learning that ensures comprehensive coverage of national expectations and beyond.

It is based on a child-centred pedagogy called The Four Cornerstones and is delivered through Imaginative Learning Projects (ILPs) and Knowledge Rich Projects (KRPs), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. The Cornerstones Curriculum provides many learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively. Cornerstones also provide a rigorous skills and knowledge framework that outlines the end of year expectations in all subjects. These skills and knowledge are tied to activities and are age-related so that staff can track children's progress and identify their individual learning needs.

The Four Cornerstones are: **Engage**, **Develop**, **Innovate** and **Express**.

So far, the girls are thoroughly enjoying the learning experiences that The Cornerstones Curriculum offers and they are starting to really develop key skills and knowledge.

The introduction of Cornerstones is having a positive and significant impact on learning and the academic outcomes are of a particularly high standard, which is very pleasing to see.

Mrs Nike

Head of Nursery & Preparatory

Year 2 Mini Beast Hunt



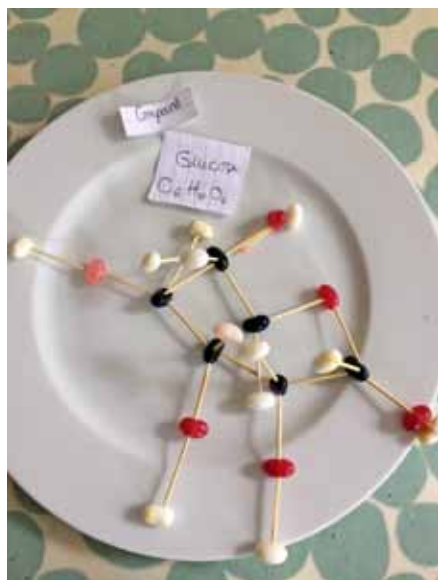
Our exciting topic this term is 'Wriggle and Crawl'. To start the topic off the class went off on a mini-beast safari to find out what creatures live in our local environment. We carefully searched in bushes, under rocks and up trees! We discovered a wide variety, including slugs, snails, spiders, earwigs, grasshoppers and butterflies. Most importantly, we took care not to remove the creatures from their habitats.



Can we introduce Sahara the Snail?

Mrs Wellington says: I wasn't sure if Sahara was alive for the first week... but she's settled down now and comes out of her shell during the day!

An Elementary Problem



Following her first lesson on elements and compounds, Natalie in Year 8 decided to improvise her own version of Molymods for making molecular models.

"At the weekend I decided to make some elements and compounds out of Molymods but, as they were MIA, I had to make do with Jellybeans (what a shame).



After writing the labels I got to work compiling the elements, starting with chlorine (Cl₂). I stuck two green beans on either end of half a cocktail stick. Oxygen (O₂) was simple too, two cherry beans and done. The compounds got harder as I went, mainly because of the little sticky fingers that kept sneaking past me to steal my Molymods! All the compounds but one done, I had a quick break to

prepare for what was coming next - Glucose (C₆H₁₂O₆). As you can see from the chemical formula glucose is massive. It took 24 beans to create and about 10 minutes! Overall, I really enjoyed my feast making elements and compounds."

Natalie, Year 8

Year 13 Biologists

Year 13 Biology students collected data on the effect of shading this week. It was a beautiful sunny day. They were surprised by the variety of plants hiding in the grass. The students were able to identify yarrow, which is used in herbal medicine, from its distinctive feathery leaves. Dandelions and buttercups proved harder to spot without their yellow flowers.



Virtual Open Morning

Pre School & Preparatory

Thursday, 24 September
9.30am start

www.oldpalace.croydon.sch.uk/admissions/open-days

Year 9 Sport

It's been great to have students back at school and being active! Year 9 are doing a range of activities including fitness, netball skills work and cricket.



Year 3 Forces

Last week, Year 3 learnt about Mighty Metals as part of their new Forces topic. They put into action Newton's third law of motion: Action and Re-action - learning through parachutes, balls and skipping ropes.



Year 2 Pupils are Back in the Pool!

Year 2 girls enjoyed their first Swimming lesson of the new school year this week. They arrived at the pool very eager to get inside and into the water. It was delightful to see their smiling faces as they emerged onto the poolside. We had remarks like: "It's so blue", "Has the swimming pool got bigger?" and "It is so good to be back!"



Classics Department Word of the Week 14/09/20

proactive

Creating or controlling a situation rather than just responding to it after it has happened.

From the Greek πρό (pro) meaning 'before' and the Latin 'actus' meaning 'having been done'



**Old Palace of
John Whitgift School**
Independent Girls' School

Old Palace Road
Croydon CR0 1AX
Telephone: 020 8688 2027
Email: schooloffice@oldpalace.croydon.sch.uk
www.oldpalace.croydon.sch.uk

Follow us on:



part of the

**john
whitgift
foundation**