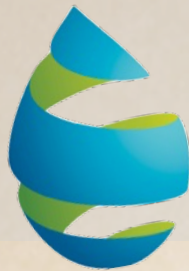


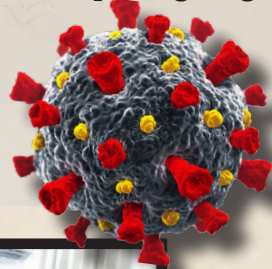


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## Happy Hornbillers

But it is not just children who are new Hornbillers, we also welcome some new members of staff who joined us very recently.

Mr Mark Walters has joined us from Panaga School. Mr Walters is a new Assistant Headteacher and as well as leading Learning Phase 1 (Years 1 to 3), he is also helping to develop our curriculum to ensure it is as best as it can be.

Mrs Carla Marden has also joined us as our new Child Wellbeing Officer. As a member of our community you may have already met Mrs Marden, however in school her new role will be solely focused on ensuring children feel safe, are listened to and supported fully whilst they are here at school.

We are now four weeks into term, and what a great start to the year it has been. We are very pleased to be fully open again following the Covid-19 closure and we have all enjoyed having the whole school back under one roof.

Thank you to all parents who took on the role of teacher during our closure. School has always been a partnership with parents and you have always been your child's first teacher, but who could have predicted that you would have to take on such a long term commitment?

As a school we are in a very good place and we are closing the gaps in learning every day (please see page 5 for more information on this). We aim to close the learning gap in core subjects by the end of this academic year. So watch this space.

Along with returning our existing Hornbillers to school, we have also welcomed 34 new children this term who joined us from isolation earlier this term. With the help of our dedicated buddies, we hope that they settle well into their learning here at Hornbill School.



Photo above: receiving Khada from Brian and Jacob





# JUNGLE SCHOOL

Our Jungle School is now up and running with all classes participating in a two hour session every other week. Jungle School is an inspirational process, that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Our Jungle School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

The Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011. The six guiding principles of Forest School are shared here.

## Principle 1

Forest School is a long-term process of frequent & regular sessions in a natural environment. Planning, adaptation, observations and reviewing are integral elements of Forest School.

## Principle 2

Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

## Principle 3

Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

## Principle 4

Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

## Principle 5

Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

## Principle 6

Forest School uses a range of learner centred processes to create a community for development and learning.

To comply with Principle 5, six members of staff leading the Jungle School have been trained by a Forest School practitioner in early February.











# E A R L Y Y E A R S



We hope you enjoy reading our monthly articles focussing on the Early Years and how to maximise your child's learning time through play and adventure.

## Focus on: Making their mark – children's early writing

Taken from the Learning Together Series by Penny Tassoni

Being able to write is one of the many things that most of us take for granted. Even if we're not keen writers, we may still write out a shopping list or jot down the odd note. For children, writing is a skill that they have to learn and, like so much during their childhood, it develops gradually.

### Starting to write

Children begin their journey towards writing by making marks, not by producing letters and words. Once they can sit with a meal in front of them, babies love to play with spilt food and drinks, touching them with little palms and fingers to create patterns before the spill can be mopped up. They're not just making a mess, they're making marks.

Even so, the first clear sign that children are interested in markmaking comes when they use thick crayons to make big circular and straight lines.



This type of mark-making is often dismissed as scribble, but it is actually an important step in learning to write, because children are trying out new things to see what happens.

### Deeper meanings

The marks children make slowly begin to have more meaning for them, and you will be able to see this by listening to what they say when they play with pens, crayons and paper.



At first, mark-making is a blend of writing and drawing, as children are keen to use their new skills. But most begin to understand the difference between drawing and writing sometime after their third birthday. They may act out 'writing' situations, especially if they have seen other people do them. This means that many children left with a pen and the

shopping list may want to add items to that list rather than come up with their own.

### From first words to confident writing

At around four years old, children begin to write their first words – and their own name is usually the first of all. This is partly because it has huge meaning for them and also because adults tend to point out and write children's names. At first, we may simply notice that their markmaking contains a few more letters. Then, bit by bit, they learn to write their name. This is not to say that the name will be written in perfect handwriting or that all the letters will be in the right order. Even so, this is a spectacular breakthrough in the writing journey.

The next stage of writing depends on children's knowledge of reading. As children learn about reading, letter shapes and words begin to have more meaning for them. Reading also allows children to work out how to write the sounds of the words that they can hear in their head. This is when adults need patience. Learning to read takes time and, while some children crack the code earlier than others, most do not really get into the swing of reading until they are six years old.

When children are learning to read, they often start to write quite simple and repetitive sentences.

**Try not to keep 'correcting' children about what they write at this time, as this can stop them from having a go at writing new words.**

By about the age of seven or eight, children's writing moves to a different stage, in which they know what they want to write and are able to write it quite well.

### Helping children's writing

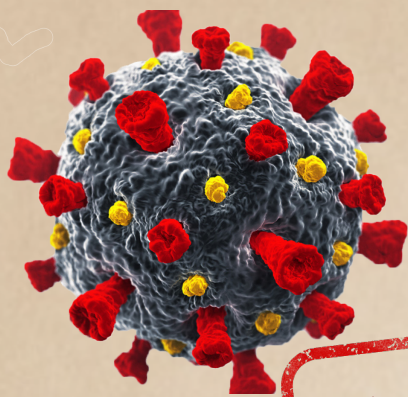
There are many ways of helping children to write. First of all, it is helpful if parents understand that learning to write takes a few years. Patience and support are needed over time. Children who are corrected too often or asked to write things out 'properly' can lose interest in doing it at all. On the other hand, children who enjoy the process of mark-making and writing notes, and who know that anything they produce is praised will write more often and so get better at it.



## School Update following the Covid-19 closure

As you are aware we were able to reopen Hornbill School on 10th August without some of the constraints and restrictions that counterpart schools have in Europe and other Covid hit countries.

We are in a very fortunate position here in Brunei resulting in full time education for all pupils. We have put together this info-graphic to share some facts about our current situation.



COVID-19



95% to 96%

of Hornbill pupils were logging onto Dojo each day

Weeks of Remote Home Learning



Pieces of learning were uploaded by pupils during school closure



children were in school each day when we reopened



of UK schools actually reopened in June

August to December we are running a Recovery Curriculum Plus to close gaps in learning + 5 months



25% of UK pupils accessed learning during lock down



100%

of pupils will undergo the Boxall Profile for emotional and social wellbeing targeting

Slimmed down curriculum in Term 1 to ensure clear focus on Core Subjects



Pupils have sat tests to access gaps in learning



KS1&2



We are currently fully open with normal school days for all pupils

Department for Education would like all schools to be full operational and start closing gaps by July 2021. We hope to be fully operational by December 2020





### Newly pierced ears – an update

We have noticed there has been a huge increase in children getting their ears pierced in recent weeks. We understand that children need to leave them in for 6 weeks to allow for them to heal properly. But we also wish for children to continue to be involved in PE lessons as much as possible.

Normal school policy is for all earrings to be removed for PE lessons, this has been adapted to allow for children to have their earrings taped during the six weeks of healing. **Please, where possible send your child into school with their ears taped on PE days.**

After the six weeks are up, it will be expected that your child will then remove their earrings themselves before PE lessons or parents will take them out at home on a PE day.

**Please note: The Association for PE recommends that parents schedule getting their child's ears pierced at the beginning of long holidays to minimise the risk of wearing earrings taped up in PE lessons.**

### Necklaces & Wristbands

We have clear expectations for our pupils in relation to jewellery. In general jewellery should not be worn at school. Please do not allow your children to wear rings, bracelets or necklaces. If any of these items get caught while playing they can cause extreme pain and discomfort to your child. Due to the nature of our environment, a rubber wristband sponsoring a charity is acceptable (for example Help for Heroes).



**Please keep this to no more than one band.**



### Contacting the school out of hours

Whilst we have an open door policy and we welcome parents into school to speak to members of staff throughout the day, we do acknowledge that there may be times when we are unable to see you or when you are not able to come into school. Therefore we have five email addresses you can use to contact us:

If you would like to contact your child's Learning Phase Leader about any aspect of your child's education or to pass on information please contact either:

**[hornbill.parentquestionsEYFS@modschools.org](mailto:hornbill.parentquestionsEYFS@modschools.org)** (for children in FS1 & FS2)

**[hornbill.parentquestionsLP1@modschools.org](mailto:hornbill.parentquestionsLP1@modschools.org)** (for children in Years 1,2 & 3)

or

**[hornbill.parentquestionsLP2@modschools.org](mailto:hornbill.parentquestionsLP2@modschools.org)** (for children in Years 4, 5 & 6)

Your child's Learning Leader will ensure your message is shared with all the relevant members of staff.

For general messages please contact: **[hornbill.office@modschools.org](mailto:hornbill.office@modschools.org)**

If you would like to contact our Family Liaison Officer or communicate in Nepali please use this email address: **[hornbill.admissions@modschools.org](mailto:hornbill.admissions@modschools.org)**

**Please note that communication via email is the slowest route to contact the school. Emails will be replied to within two working days.**

**Please Note: Hornbill School has an Electronic Communication Policy which must be adhered to by all members of the community when communicating to and from school. This can be found on our website under 'Policies'.**

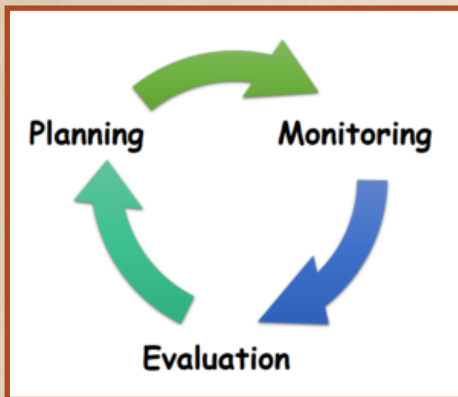




# Learning to Learn Building Learning Powers

## Focus on: **Metacognition**

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.



Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- 1) Cognition** - the mental process involved in knowing, understanding, and learning;
- 2) Metacognition** - often defined as 'learning to learn';
- 3) Motivation** - willingness to engage our metacognitive and cognitive skills.

Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of **seven months'** additional progress.

These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required of them to succeed.

### What is cognition?

Cognition is the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

### What is metacognition?

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

### How to encourage metacognition

How do you help your child start becoming more meta?"

Metacognitive questions, will help your child begin thinking in a more reflective way. Help your child at home with questions that are:

**Open-ended.** Give your child some space to reflect on their thinking: *Can you tell me more about why you think that?*

**Non-blaming.** It can be hard to stay open when kids are acting out, but asking them to think about their behaviour can help them learn to manage difficult situations in a better way: *Why do you think you got so upset when Dad changed the channel?*

**Solution-focused.** Encourage your child to think about how they can use their understanding to change things in the future: *How could you handle that differently next time?*

**Be patient.**

**Process-oriented.** Ask questions that help your child get a better idea of how their thought process works: *How will you know when this drawing is finished?*

Asking metacognitive questions will help your child clarify their process, manage their anxiety, and find a better way to approach learning, but the benefits don't end when the school day is complete.

The more your child is able to understand their learning process the easier it will be for them to figure out what strategies and supports work best for them – knowledge that will help them succeed – both now and as they grow up.







## Foundation Stage 2 Graduation

As the last academic year drew to a close and some restrictions here in Brunei eased, we were able to hold a small but very significant graduation ceremony for our Foundation Stage pupils.



The movement from EYFS curriculum to the English National Curriculum is a huge milestone in a young person's life and we could not see this moment pass without marking it.

We slimmed down our normal ceremony down as much as possible and within the restrictions imposed upon us we graduated four very small classes.

As always the children's smiles and the parents tears made this a graduation to remember.

We are so proud of our young graduates who are now in Year 1 and starting to **Fly High.**



To ensure the very best transition into Year 1 we are:

- preserving the best of foundation stage practice.
- recognising that Key Stage 1 is different, while not making it too different too quickly.
- ensuring children feel secure, comfortable and successful in their learning.
- ensure that change is introduced gradually.
- managing the gradual transition to more formal English and Maths sessions.
- continuing to recognise the different learning styles of different children and groups of girls and boys.





## Welcome to Lieutenant Colonel Andrew Todd

On Wednesday 2nd September we officially welcomed Lieutenant Colonel Andrew Todd to Hornbill School.

On arrival, Colonel Todd met our Paunchasunwar. As part of our values education we formally welcome visitors by introducing them to Ambassadors from Year 6 who take the role of representing our whole community. The words quoted by these children are shared below.



**Pranum Pun** represents Nepali pupils. He believes in the school's value of Trust. Believing in always speaking and writing the truth.

**Khusi Rai** represents Nepali pupils. She believes in the school's value of Powerful Learning. Believing that we should all have the opportunities to grow and develop through good learning opportunities.

**Jacob Goatham** represents the host nation of Brunei. He believes in the school's value of Community. Believing that together we form a strong community of learners.

**Nicole Tye** represents pupils from the UK. She believes in the school's value of Citizenship. Believing that the world can only be a better place if we all strive to be better citizens.

**Harry Tomlin** represents pupils from the other commonwealth countries. At Hornbill School, we believe in the Light of the World. We believe in the importance of lighting the world to bring peace to all.

## Cycling to School



At Hornbill School we actively encourage children to cycle if they can as this helps with their regular daily exercise.

If you allow your child to cycle please do ensure that they understand the rules of the road and stay safe at all times on their way to and from school. Please also remember to encourage your child to wear a cycle helmet for their protection.

## New School Flag

On the very first day of term, Sweekar in Year 4 asked Mr Gill why there was not a school flag. Sweekar then announced that he had designed one for the school over the holiday.

Mr Gill had it made into a flag to fly on special occasions. Well done Sweekar - what great initiative.

Sweekar is pictured here with his flag and with other members of Year 4 Gibbon class.







Each month we share here a range of future events occurring at school. We also have a live calendar on our website for the most up to date and accurate information.

[www.hornbillschool.com](http://www.hornbillschool.com)

**28th September**

Child, Teacher & Parent Consultations

**9th October**

School is closed for staff INSET

**12th to 16th October**

Mid Term Break

**17th October**

Start of DASHAIN

**TBC October**

School Dashain Picnic & Concert

**26th October**

School is closed for staff INSET

Please note that due to our focus on closing the learning gap following the school closure from March to July, the number of external events occurring in school this term has been paired back to the bare minimum. We aim to restore normal service in the new year.



## Family Learning Programmes (FLPs) Term 1

We are very pleased to announce that our FLPs are now back up and running.

**Tuesday 8th September**

Promoting Independence for FS1 & FS2 parents.

**Tuesday 15th September**

Early Reading & Phonics for FS1 & FS2 parent

**Tuesday 22nd September**

The Language of Learning at Hornbill School - understanding our three core drivers and our 8 learning powers. Open to all parents.

**Tuesday 6th October**

Meaningful Interactions - how to talk and play to optimise learning for FS1 & FS2 parents.

**Tuesday 20th October**

Understanding my Child's Milestones - a guide to calculation progression in Mathematics. Open to all parents.

Note: FLPs are at 1700hrs in the Multi-purpose Hall. Please come to the main entrance.





As part of our values education, we work hard to encourage children to put values in action. One area we do this as a whole school is through our star award system and Polio Points.

It costs \$1 US to prepare, send and vaccinate a child against Polio. For every badge that children earn at Hornbill

School we donate \$1US to UNICEF to support the vaccination against this dreadful disease. For a child in an under developed country this small amount of money has a life changing effect upon them.

In December 2019 we donated \$240 US to UNICEF via D'arcy Lunn the founder of **Teaspoons for Change**. By the end of term in July we gave out a further 182 badges meaning that the total lives saved in the last academic year was **422** - this is a huge achievement and one that all of our Hornbillers should be proud of.

How many lives will you save this term?

## Commanders Coins

The Commander BFB very kindly consented to award 9 members of our staff a Commanders Coin for their hard work and dedication to the pupils of Hornbill School. Mainly for the additional hours and additional support they gave to the Critical Workers Group of children whilst all other children were unable to attend school. This group of staff worked tirelessly without a break throughout Easter and half term as well as supporting a range of children's needs from the ages of 2 to 11.



Miss Stevens received her Commanders Coin in July in a presentation with the DCOS.

The Commander also awarded Alison Darby for her sterling work as the schools new Business Manager - for taking on the role without handover or induction at a time of uncertainty and lots of change.



Sujit Lama also received a Commanders Coin for many years of unwavering service to the school and the community.



Well done and thank you to all staff who adapted, changed and modified their roles during the lock down period. The school is in a good place because of your commitment to the children in your care.





Our PE and Sports programme has begun in earnest with every child once again accessing two hours of sports each week. Mr Tomlin and Mr Donald have planned an amazing sporting term for us to ensure that all children are as active as possible whilst at school.

**Swim Squad Training** on Friday mornings at 0645hrs is helping prepare children for competitive swimming and the planned FOBISIA games in May.

Our small group of dedicated swimmers are building up their strength and resilience in the water as they catch up on months of lost training due to the closure of the pool.

**Cross - Country Club** on Wednesday mornings starting at 0700hrs continues to be a fantastic way to start the day. If any children in KS2 would like to join us, please collect a letter from the Sports Hall. We currently have around 40 children running with Mr and Mrs. Donald, Mrs. Veljic and Mr Tomlin but would love any new enthusiastic children (or adults) to join us.

### Athletic Lessons

To help our children regain their fitness following 11 weeks of no school, we are focussing PE lessons on Athletics and movement.

Mr Tomlin and Mr Donald are busy planning and delivering a range of lessons to help children become more active and to push themselves to the next level of fitness.

When speaking to the children, about the closure of the school, PE and Sport was the main subject that was missed the most. Even when we reopened and were able to offer Zumba sessions at playtimes, children really missed the formal lessons that Mr Tomlin and Mr Donald were used to providing.

We are very happy that children at Hornbill School have a love of being active and we are pleased to see children enjoying full PE lessons once again.



### BJSL Training for Netball and Rugby

Children in Years 3, 4, 5 & 6 have started their after school training sessions for Netball and Rugby. The teams are in training for the Brunei Junior Sports League (BJSL) events later in the term where they will compete against JIS, ISB and Panaga School.

### Lifeguard Training Course

**If you have a desire to support the community and would like to participate in Lifeguard Training, then look no further.**

**There are two vacant places for dependants in BFB.**

**The dates are: 21st - 23rd September and 28th - 30th September.**

**Please contact [bfbpoolbooking@gmail.com](mailto:bfbpoolbooking@gmail.com) for more information.**