



Questionnaire on Mid-Year Reports

(Spring 2017) - RESULTS

I write regarding our recent 'experiments' with mid-year reporting.

These reports came about in response to what parents were telling us regarding ways in which we might improve. They were designed to create minimal additional work for class teachers (we were sharing what we already did). The Autumn Term reports told you WHAT had been learnt. In your feedback you stated you wanted to know how this compared (to national expectations and to other children). Many expressed a preference for some form of numerical analysis, and summative sentences in preference to detail, to help them understand further the implications of their child's progress.

From the Spring Questionnaire, once again a mixed picture emerges. I know I could have written more about progress measures in the Spring report, but I also felt more than 1 side of text would put people off reading! I have set aside the evening of Thursday 22nd June to hold an open meeting on assessment, attainment and progress. All are welcome. Please bring all your difficult questions! Mr Batchelor.

TEXT	YES	NO		
Did the text adequately explain the approach we at North Nibley have taken to assessment? (one parent couldn't decide).	81%	19%		
ATTAINMENT	YES	NO		
Did the attainment statistic make sense?	76%	24%		
Did you find the 'National Standard' assumption helpful?	65%	35%		
PROGRESS	YES	NO		
Did the text adequately explain the difficulties faced by all schools in evaluating progress?	82%	18%		
Did the progress statistic make sense?	47%	53%		
Did you find the 'group average' helpful?	18%	82%		
NEXT STEPS	YES	NO		
Did the targets make sense?	59%	41%		
OVERALL (These answers will be compared directly with the Autumn Questionnaire results)	Very helpful	Some use	A little use	No use at all
I found this 'Termly Report' as sent in April (for the Spring Term) ...	6%	65%	18%	12%
Can you say why?				
Pointless Gibberish Averages are not wanted, specific feedback of where children need extra support would be better Not personal enough (the Government pushes schools to quantify everything with numbers) A more visual approach could work better Are targets used as homework? A good guide Could be more personal? Is there sufficient challenge for those 'on-track'? Too much jargon Please explain about the relationship between the National Curriculum, the National Standard and End-of-Year The 'Next steps' are good The confusion is not the school's fault (changing goalposts) These reports pander to pushy parents, children don't need the pressure I would like to know about the effort my child puts into their work More on what's expected (bullet points) please Please explain the group size and average				

Answers to your questions (about attainment & progress in the National Curriculum, Years 1 to 6.)

Attainment

The National Curriculum lists many hundreds of objectives which schools must teach. Using Maths as an example, our curriculum anticipates that children need to be secure in around 68% of the Maths objectives in order to achieve the National Standard. That was true of last year's Year 6, but these are the only results we have. Based on this reasoning, we have suggested these thresholds for the end of each year. (Clearly there is plenty of scope within each subject for additional challenge.)

Maths	
Year 1	Secure in greater than (or equal to) 7% of ALL objectives
Year 2	>= 19%
Year 3	>= 30%
Year 4	>= 42%
Year 5	>= 55%
Year 6	>= 68%

However, these are only our interpretations. Becoming secure in the objectives is more likely in the summer than at the end of the Spring terms, and therefore we anticipate that children will 'accelerate' in the summer. In the Spring report we lowered the threshold to reflect this, and commented on whether we believed each child to be 'on-track' to reach the Y2 & Y6 "National Standard."

Progress is different

For most children the Government has calculated 21 different starting points (called PRIOR ATTAINMENT GROUPS, or PAGS) for all children who took Year 2 SATS under the old curriculum (meaning children in Year 4 and above). In Year 6 children will have their progress compared with all others who had the same starting points. Some will match the average; others will have made faster or slower progress. Combining these positive and negative scores will tell us how we have done as a school.

To answer specific questions coming back on the survey, PAGS have nothing to do with which class children were taught in for their Year 1, and nothing to do with when children joined the school. PAGS are calculated using a formula and the points achieved by children in their Year 2 tests.

Using the same methodology, with the points achieved in Reception's Foundation Stage Profile, we calculated the PAGS for children in the other year groups. I appreciate that this is complicated. I wish to assure you that our recent report tries to replicate the government's approach, in order to give you as accurate a picture as possible.

If your report stated that your child is in a group of 6, then 5 other children at North Nibley share the same starting point. Comparisons with other children would be misleading. If your child is in a group of 1, then no other child at North Nibley shares the same starting point. I decided against removing this line from the report since it involved extra workload. I will be able to automate this for the summer, by which time I will have also developed the skills required to create a more visual report!

Targets

Teachers chose these individually for each child, based on their assessments and in the knowledge of what was being taught next. Necessarily, some targets were common to different children if the objective reflected both their need and groupings within the classroom. The objectives are taken from our published curriculum, shared with you at every parent's evening and in last summer's Annual Report. Please use our 'Maths in the Summer Term' and 'Maths Passport' home booklets to support your child. In September we will re-launch our Reading Challenge.

Effort Grades

This was the least popular suggestion in the Autumn Report Survey, and deliberately excluded this time around.

I am hoping to hold another evening on the national curriculum, assessment, attainment and progress, on 22nd June. Please feel free to ask questions at any time, or bring questions to the meeting. Mr Batchelor.

Learning, Achievement, Faith & Fun!

Dear Parents,

Welcome back to a new term I hope you feel well rested after the Easter break and are ready for our next topic. This term we will be investigating animals in our 'Carnival of the animals' topic. This is a topic based upon both Science and History. Children will be learning to classify animals into different groups based upon their characteristics and looking closely at different habitats. We will study the life cycle of different animals and learn how we can help to look after pets. During the history section we will be learning about Mary Anning's discoveries.

Reading books Children should be reading at home at least three times a week. If your child chooses to read a book other than their school reading book, please feel free to record this in their reading diary so that we can keep a track of their reading as well as their developing interests in different genres. Children's reading and sound books should be in their book bag everyday even if they have not finished so that children can be heard read during school time.

Please remember it is equally important to continue practicing the phonics sounds and tricky words – even the ones you know well!

Show and tell is a valuable way of developing children's speaking and listening skills. It is useful if you can spend some time preparing your child's show and tell before they bring it in, perhaps come up with three interesting things to tell the class about their item. This certainly helps keep the listener interested and helps to support those who are less confident speaking in front of the class. Can I also remind parents that toys are not suitable for show and tell unless it is following a birthday. We have had a few slipping in to book bags over the past term.

Homework Please see the Y1 homework pick & mix menu to be sent home in book bags shortly.

PE We have PE on a **Monday, Thursday and Friday**. Please ensure PE kits are kept in school on children's pegs and **ALL** items are clearly labelled. Please help children by tying back long hair on these days. **Children will need a pair of shorts as well as a pair of long trousers for the colder weather. Please make sure children also have a pair of trainers.**

Summer weather whilst the weather (hopefully) continues to improve children will be choosing to spend more time outside, please remember to send children in with a sun hat, sun cream and a water bottle during the summer months. **May I take this time to remind you that ALL items of clothing needs to be clearly labelled**

Supplies It would be helpful if parents could donate a box of tissues and kitchen roll at the beginning of each term if possible.

We are very grateful for any form of parental help that is offered. If you feel that you can help then please let us know. If your profession relates to our topic then we always welcome visitors to speak to the children. **You will need a DBS check and to fill in a volunteer helpers form this does take time to process therefore if you would like to be on our volunteer list please speak to Mrs Bargewell and she can begin the process.**

If you have any queries or concerns about your child or school please do not hesitate to come in and see me after school.

Thank you,
Miss Allen

Carnival of the Animals



Literacy

- Fiction – fantasy stories – Where the wild things are
- Year 1 – Focusing on Phase 5 phonics
- Reception Focusing on Phase 4 phonics and beginning some phase 5 alternative sounds work.

PHSE

Living in the Wider World - The importance of respecting and protecting animals and the environment.

Numeracy

Year 1

Counting to and across 100, forwards and backwards.
Add and subtract to 20.
Solve addition and subtraction word problems.
Solve multiplication and division word problems.
Recognise all coins and notes.
Measure and record mass/weight, capacity and volume.
Count read and write numbers to 100 in numerals and words.

Reception

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Topic

Science

This term we will be learning about the 6 groups of animal classification (mammals, birds, reptiles, insects, amphibians and fish). We will be looking at the main characteristics of animals and understanding the habitats they live in. We will learn about the basic needs of animals and how we can support our British wildlife. In addition, we will be learning about the life cycle of a frog.

History

We will learn about the life of Mary Anning and why she is a significant person. We will look into her fossil discoveries and correctly order the key events in her life onto a timeline.

Visit – Noah's Ark Zoo Farm

Physical Development

Moving and handling

Holding our pencils with the correct pencil grip.

Forming our letters correctly

beginning to use joined handwriting.

Managing scissors.

Physical Education

Cricket and athletics.

Art

We will use a range of materials creatively to design and make products related to our topic.

Learning, Achievement, Faith & Fun!

Our topic this term

This term we will be learning about 'The Carnival of the Animals'.

This topic is predominately Science focused, however it will include elements of Art, PSHCE and History. We will learn how to classify animals into the 6 main groups (birds, reptiles, mammals, fish, insects and amphibians) and understand more about their habitats.

Your child will learn how to make simple nests out of natural materials, making links to what they have learnt about birds, how to make bird feeders based on foods that British birds eat, which of our pets are mammals, about their life cycles, features and habits. To identify and name common animals and describe their appearance. To learn about the life of Mary Anning and understand what makes her an important person. This topic will hopefully include a visit to Noah's Ark Zoo and also a visit from a local animal specialist.

Parental support

We are very grateful for any form of parental help that is offered. **We need more adult readers to come in to hear our fantastic readers as we currently have 1!** If you feel this is something you can help with you will need a DBS check and to fill in a volunteer helpers form. This can easily be arranged by visiting Mrs Bargewell in the School Office and she can begin the process.

Reading

Please remember reading books will be changed 2 to 3 times a week, **we highly recommend that you read each book more than once.** This helps the vocabulary stick in children's minds for the future, it also builds children's reading confidence as they will find it much easier the second time, which lends itself to opportunities to start thinking about fluency and expression.

P.E

We have PE on Wednesdays, Thursdays and Fridays. Please ensure PE kits are kept in school on children's pegs and **ALL** items are clearly labelled.

SATs

As you may know the time frame for the Y2 SATs is anytime during the month of May. These tests are set by the government and are only used to guide teacher assessment. Therefore, they are not the be all and end all. Please be assured that I will embed these tests into normal day-to-day life where possible to avoid any unnecessary nerves that may arise. A few parents have asked about any additional things they can do to support their child in preparation and the only thing I advise is to practise spelling the high frequency words and common exception words. If this list has been lost then please see me for a new one.

Homework

Please see the homework pick and mix menu that will be sent home in book bags shortly. **Y1 children will have different homework to Y2 children again this term.** Please continue to practise spelling the high frequency words and common exception words. By the end of the school year we expect each child to correctly spell all of the words provided.

I hope you all had a wonderful, well-rested Easter and indulged in lots of chocolate!! I look forward to another exciting term with lots of new learning opportunities. If you have any comments or concerns about your child's learning, please do not hesitate to make an appointment to see me so we can discuss it further. Thank you for your continued support.

Miss A. Tyers

Carnival of the Animals



Literacy

- Fiction – The Minpins by Roald Dahl.
- Non-fiction – Non-chronological reports based on the Gruncher from The Minpins.
- Year 1 – Focusing on Phase 5 phonics
- Year 2 – Focusing on Phase 6 spelling scheme

PHSE

Living in the Wider World - The importance of respecting and protecting animals and the environment.

Topic Science

This term we will be learning about the 6 groups of animal classification (mammals, birds, reptiles, insects, amphibians and fish). We will be looking at the main characteristics of animals and understanding the habitats they live in. We will learn about the basic needs of animals and how we can support our British wildlife. In addition, we will be learning about the life cycle of a frog.

History

We will learn about the life of Mary Anning and why she is a significant person. We will look into her fossil discoveries and correctly order the key events in her life onto a timeline.

Visit – Noah's Ark Zoo Farm

Numeracy

Year 1 & Year 2:

- Capacity & volume
- Temperature
- Inverse operations
- Missing number problems
- Addition, Subtraction, Multiplication and division
- Mass
- Word problems
- Shape (Miss Parker)

Physical Development

Moving and handling

Holding our pencils with the correct pencil grip.

Forming our letters correctly beginning to use joined handwriting. Managing scissors.

Physical Education

Cricket and orienteering.

Art

We will use a range of materials creatively to design and make products related to our topic.

Learning, Achievement, Faith & Fun!

Dear Parents,

I am very pleased to welcome you back to school for the Summer term! This term our topic is 'What is the point in pyramids?'. We will be researching what life was like for the ancient civilization, Egyptians! The children have already shown a great interest and enthusiasm in this topic and I look forward to exploring it over the upcoming term with them. If you have any books or artefacts that will support this topic, we would be pleased to welcome them into the classroom for Show and Tell. We also have a very exciting class visit where we will be building a pyramid of our own!

As always, your child will be sent home with a reading book every day. It is expected that your child will read daily though that may be a mix of school books, home books or library books etc. Your child also has a reading diary where it is really important that they are recording their opinions on books they have read and engage in a short review during or after reading. Class 3 will also be having an optional Reading Review Challenge but it would be great to encourage your child to engage with this.

The format for spellings and times tables will remain the same with tests on Fridays. Homework will still be set weekly on a Friday and is expected in the following Wednesday so it can be marked and returned. These tasks are set so they are in line with our class work and are an invaluable activity for your child to complete. Sharing this activity with your child is encouraged and will give you an opportunity to ask further questions about the learning in the classroom.

PE lessons take place on Wednesdays, Thursdays and Fridays so it is expected that your child should have a full PE kit in school on these days with their name clearly marked.

Finally, if you have any free time and would be willing to help throughout the school day, we would be very grateful of volunteers.

If you have any questions or concerns, please feel free to come and see me at the end of the school day to talk or to arrange a more convenient time.

Thank you,

Miss Parker

<p>English</p> <p>Myths and legends Letter writing</p> <p>Newspaper articles Poetry</p>	<p>Topic: History and Geography</p> <p>We will be learning all about Ancient Egypt and the Ancient Egyptians who lived there! We will explore pyramids, Egyptian Gods, Tutankhamen, hieroglyphs, Pharaohs and much more!</p>	<p>Maths</p> <p>Measures: Length, volume and capacity, mass Conversions between units (mm/cm/m/km; ml/l; g/kg) Fractional representations (1/4m; 1/2kg)</p> <p>Shape: Properties of 2D and 3D Symmetry and reflection (Y4) Co-ordinates (Y4)</p> <p>Statistics: Bar charts, pictograms, tables</p> <p>Time (please support this at home as much as possible!) Analogue and digital 12-hour and 24-hour Reading timetables Number of days in month/year etc</p>
<p>Spanish</p> <p>Food and drink (café role plays)</p> <p>Hobbies</p> <p>Recap of Spanish vocabulary learnt this year!</p>		<p>PE</p> <p>Tennis Athletics Cricket</p> <p>Music</p> <p>The unit 'Time' will help us with the beat and timing of music</p>
<p>Art</p> <p>We will work with a range of materials to create Egyptian art work based on scenery of landscapes, important figures and the inside of our own Pyramid.</p>	<p>What's the point of pyramids?</p> 	
<p>RE</p> <p>What kind of world did Jesus want?</p> <p>Computing</p> <p>Further Shape Work with Logo (position, distance, direction and angle) Database work</p>		

Learning, Achievement, Faith & Fun!

Dear Parents

We are almost half way through this term and have already managed to pack so much in!

Our topic focus for this term is 'Water, Water Everywhere'. This includes focusing on the following areas: Geography – Rivers and Coasts; Science – Changing States and English – The Titanic. As you will be able to see from the attached planning there are some exiting activities planned.

As always this term is packed with extra activities: continuation of Monday lunches; a variety of sporting opportunities including 2 sports days and not forgetting the now 'famous' summer production – the title of which is yet to be decided!

Homework Reminder

It is expected that children will read on a regular basis. Children are also encouraged to continue practising the times tables in order to increase the speed of recalling them and related division facts.

In addition to the above your child/children will also be given up to 3 pieces of work a week, a piece of literacy, maths and a maths challenge or investigation. I anticipate that each piece should take between 15-20 minutes. All three pieces will be sent home on a Monday and should be returned on Friday.

I expect children to complete all tasks to the standard expected in class. Should they have any difficulties please feel free to support them, discuss it with me or make a note on their homework.

Occasionally an extra piece of research work may also be given to support learning in various areas of the curriculum.

PE

Children have PE or Games on Wednesdays, Thursdays and alternate Fridays and need in school their PE kit and appropriate footwear. Once in a while it would be good practise for the kit to be taken home for washing! In addition to PE on Wednesdays and Thursday, the children will have some additional sessions on Mondays after half term.

If you feel able to offer your support within any area of the curriculum, please let me know as we are always grateful for any contribution.

Please feel free to pop in to discuss any concerns you might have.

Ms R Surridge

Literacy

Non-Fiction-
Persuasive Writing—Water Conservation
Arguments
Fiction—
Fiction Genres
The Marie Celeste -Mystery writing
Fact or Fiction
Opinions
The Titanic - Point of View / Bias
Diary writing
Letters—Formal / Informal writing

Art

Water-colours
Artist Study—
Monet
Batik
3D modelling—
Paper Mache

PSHE PSHCE

Dealing with Bullying—
different types of bullying.
How and where to get help
in different situations.
How my body works and
how it is changing.

DT

Bridges
Cooking

Music

Music will be in
relation to our Summer Performance.

Geography

Water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] and the processes of erosion and deposition that affect them.
Mapping Skills—Rivers of the world, Europe and the UK.
The effects of Floods, Drought and Tsunamis.

Water, Water Everywhere



Numeracy

Multiplying and dividing—using both formal and informal methods.
Area and Perimeter
Time
Fractions, Decimals and Percentages.

PE

PE will continue to be taught by Mrs Dixon on Wednesdays, Thursdays and alternate Fridays and will include cricket and athletics,

ICT

Spreadsheets - formula, formatting and problem solving
Computing - using scripts to create games, debugging to improve them.

RE

What do Christians mean when they refer to 'The Kingdom of God'?

History

The Titanic
The Marie Celeste
Primary and secondary sources of evidence
Bias and Unbiased Sources

Science

Changing materials:

- *changes that occur when materials are mixed
- * changes that occur when materials are heated or cooled
- *temperature is a measure of how hot or cold things are
- *reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating
- *the water cycle
- * non-reversible changes result in the formation of new materials
- *burning materials results in the formation of new materials and that this change is not usually reversible.

Separating mixtures of materials:

- *how to separate solid particles of different sizes by sieving
- *that some solids dissolve in water to give solutions but some do not
- *how to separate insoluble solids from liquids by filtering
- *how to recover dissolved solids by evaporating the liquid from the solution
- *use knowledge of solids, liquids and gases to decide how mixtures might be separated.

NORTH NIBLEY C. OF E. (AIDED) PRIMARY SCHOOL

The Street,
NORTH NIBLEY,
Nr Dursley
Gloucestershire
GL11 6DL



Headteacher: Mr Paul Batchelor N.P.Q.H.
Telephone: (01453) 542600

Email: admin@northnibley.gloucs.sch.uk
Website: www.northnibley.gloucs.sch.uk

15/05/2017

To the parents of Year 1 children

Dear Parents,

In response to our recent questionnaire one of your number made an interesting observation which, I now understand, could lead to a misinterpretation about the progress being made by your children. That this was picked up in Year 1 is particularly pertinent, given the measures we take to ensure children are not disadvantaged by the different class bases for your children.

The new progress measures introduced by the government place children in 'prior attainment groups' (PAGs). Whether your child is making 'better than expected progress' (or not) can only be determined by comparison to the average progress made by children with the same starting points. Children with different starting points will be expected to make different amounts of progress.

For example, 21 different starting points have been defined (nationally) for children now in Year 6. This is despite the fact that we only have 14 children in Year 6. Some 'prior attainment groups' (for North Nibley) are empty, others have several children in them.

I appreciate that this is complicated. I wish to assure you that our recent report tries to replicate the government's approach, in order to give you as accurate a picture as possible. The group size does not reflect the year group size, and certainly is not dependent upon the class in which your Year 1 child is taught.

If your child is in a group of 1, then no other child at North Nibley shares the same starting point. If your child is in a group of 6, then 5 other children at North Nibley share the same starting point. They may be in class 1, or class 2, or both. Comparisons with other children would be misleading.

I am hoping to hold another evening on the national curriculum, assessment, attainment and progress, on 22nd June. Please feel free to ask questions at any time, or bring questions to the meeting.

Best wishes,

Paul Batchelor

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17/05/2017

Dear Parents,

Further to my appeal in recent newsletters, I am again asking that you explore the backs of cupboards and drawers to find the missing 'green polka dot' skirts etc needed for the Country Dancing Club THIS SATURDAY at the Spring Fayre. Your help is much appreciated,

Best wishes,

Paul Batchelor

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17/05/2017

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Best wishes,

Paul Batchelor



QUADKIDS COMPETITION

VENUE: KLB, WOTTON-UNDER-EDGE



18/05/17

Dear Parents

As part of The School Sports network, a Quadkids Level 2 competition has been organised for Primary Schools at KLB. Your child has been chosen to represent the school in this event. They will be taking part in four events as follows:

- Fifty metre sprint
- 400 metre run
- Mini Vortex Howler throw
- Long Jump

Please can you ensure that your child is suitably equipped for the weather such as having a hat or coat as necessary and do not forget to apply sun cream should we be that lucky! This will be an outdoor event unless the weather is poor and then a decision will be taken on Tuesday afternoon on the need to cancel. Please see details below:

- **Date:** Wednesday 24th May 2017
- **Time:** 1.30pm – 3.30pm
- **Venue:** KLB School, Wotton-Under-Edge. The competition is played outside
- **Kit:** School PE kit with North Nibley sweatshirt/cardigan, trainers and warm clothing if necessary
- **Additional:** Children will need to bring a water bottle (school will provide a healthy snack). Please indicate below if your child requires an inhaler at this event.

We will need parent helpers to transport the children, both to and from this event. Unfortunately, due to health and safety reasons parents are not allowed to stay for this event. Parent helpers will need to be at school at 1.00pm and be ready to collect the children from KLB to return to North Nibley by 3.30pm. **If your child uses a booster/car seat and you are not one of the helpers could you please ensure their seat is labelled and left in the classroom on Thursday morning. All children under 135cm by law require a booster/car seat to travel.**

If we do not have enough drivers we will not be able to attend this event.

Please sign the permission form below and indicate whether you will be able to help transport on the day. (Drivers need to have completed our safeguarding procedures before we can accept offers of help). It is important that this slip is returned to us by **Monday 22nd May 2017**.

Many thanks, Mrs Dixon

Quadkids Competition

Venue: KLB School, Wotton-Under-Edge

Date: Wednesday 24th May 2017

I can / cannot help with transport.

My child requires an inhaler for this event Yes No

My vehicle is roadworthy, insured and taxed, and has space for _____ other children as well as my own child. **(Please assume you will be required to transport on the day unless we advise otherwise).**

Signed: _____

Name: _____

Child: _____



Motorcross club

LDR Training Centre, Baynam Court, Lower Wick, Gloucestershire,

GL11 6DA

16/05/17

Dear Parents

I am delighted to say that Lee is keen to continue the Motorcross club next term. It will run for 5 weeks starting on the 8th June and finishing on 6th July.

The cost will remain at £2 per child per session, a total of £10 to be paid to Lee Dunham directly.

Please indicate below if you would like to continue by **Monday 22nd May** otherwise your place will be offered to others who have expressed an interest in taking part.

Many thanks

Alison Dixon

.....

Motorcross Club

Starting Date: Thursday 8th June 2017 for 5 Weeks

I agree to my child _____ taking part in the above event.

Signed _____ Name _____