

Matthew's C.E (Aided) Primary School and Nursery Centre



'I can do all things because Christ gives me strength' Philippians 4:13

Friday Feature: 12th September 2025

This half-term we are focusing on the Christian Value of Generosity



'God loves a cheerful giver' 2 Corinthians 9.7

Dear Parents and Carers

Please can parents be mindful of their language at the school gates.

We have had a number of complaints, and we would appreciate your co-operation as we work with our children on the three R's – Respect, Responsibility and Resilience.

Applying for Reception places and Year 7 Places for September 2026

Applications for Reception places and Year 7 places to start in September 2026 are now being taken by Telford and Wrekin Council. [School admissions - Telford & Wrekin Council](#)

Children born between 1 September 2021 and 31 August 2022 will start primary school from September 2026. Parents need to apply for a reception place by **15 January 2026**. Children with an Education, Health and Care Plan (EHCP) must apply by 31 October 2025.

Children born between 1 September 2014 and 31 August 2015 will start secondary school from September 2026. Parents need to apply for a Year 7 place by **31 October 2025**.

Parent Collective Worship

This year Mrs Barfield will be hosting parent collective worship focusing on different worship styles across the year.

To celebrate the season of Creationtide, our first focus will be Naturalism on Wednesday 1st October 2:30-3:00pm.

Naturalists love God through His creation. They feel close to God when they are taking hikes, planting gardens and spending time in nature.

What is the Naturalist?

Naturalists love God through His creation. The psalmist was thinking along these lines when he wrote, "The heavens declare the glory of God, and the firmament shows His handiwork" (Psalm 19:1).

Naturalists love being out in nature — camping, listening to birds, looking at flowers and thinking through analogies of relationship through nature. This is where they feel closest to God. They also love journaling, self-study, photography and other creative pursuits.



Weekly prayer



Dear God

Thank you for all our families.

Thank you for all the new friends we have made.

Thank you for our school.

Thank you for helping us to learn new things.

Thank you for all the animals.

Thank you for sunshine so we can play outside.

Amen R St Francis

Pupils of the Week



Nursery	Eloise Clegg
R St Francis	Mia
1: St Teresa	Willow
1/2: St Nicholas	Jermaine, Patrick and Adel
2: St Joseph	Janelle
3: St Cecilia	Layla
3/4: St Sophia	Victoria
4: St Kateri	Ffion and Ollie
5: St Thomas	Macie
6: St Padre	Evie R

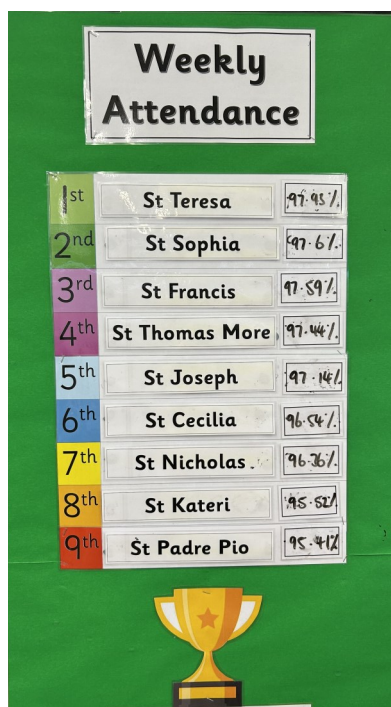
Readers of the Week

R :St Francis	Henry C
1: St Teresa	Charlie
1/2: St Nicholas	Archie
2: St Joseph	Duchess
3: St Cecilia	Ronny
3/4: St Sophia	Luna
4: St Kateri	Henson
5: St Thomas	Elijah
6 : St Padre	Milosz

Well Done

Attendance Award

This week the attendance award has gone to St Teresa



Well done to Phoebe who has been awarded a medal for driving cars! How exciting!



Future Dates

Thurs 18 September	Individual and sibling school photographs
Tues 23 September	Yr 3 and 4 Parents Multiplication Workshop
Fri 26 September	Macmillan Cake Day
6—10 October	Year 6 Bikeability
Thurs 23 October	Wear Pink for Breast Cancer day
Fri 24 October	PD Day
Mon 3 November	Back to school

The school photographer will be taking children's individual and sibling photographs on Thursday 18th September. Any parents wishing to bring siblings who are not at St Matthew's for a group photograph may do so at 8.15am.



Ask Better Questions



The art of asking questions is more complex than we might assume. Teachers ask hundreds of questions every day as they try to unravel what pupils are thinking. If we are to maximise the benefit of using questions to gather feedback, we should aim to ask a range of question types, from information recall to promote retrieval practice to higher-order questions which encourage the development of answers.



1. BE CLEAR



Ask questions which are clear and concise to reduce ambiguity and to ensure that pupils understand what type of response you are looking for. Repeat your question to provide clarity and give wait time.

2. PLAN AHEAD



When developing your scheme of work and planning a series of lessons, allocate time to discuss common misconceptions with colleagues. This will allow you to formulate questions to help dispel misconceptions pupils may have about your subject.



3. GIVE TIME



Give pupils time to process the question you have asked them and to think about their response. This will boost their confidence in sharing ideas without feeling that they are being put on the spot. Research suggests 3-5 seconds of wait time.

10. PRACTISE QUESTIONS

Make time to practise drafting and asking questions with colleagues. This can support the development of the clear and concise questions that you then ask pupils and reduce the potential for misunderstanding.



9. COLD CALL



Encourage pupils to share their ideas with the rest of the class by directing questions to specific pupils. For example, "What is the process of erosion, Tom?".



8. ENCOURAGE THEIR QUESTIONS

Build in time for pupils to ask their own questions, either to you, as the teacher, or to their peers. This will support their own development towards mastery in your subject.



7. USE LOW-STAKE RECALL

Use questioning to gather information quickly about what pupils have understood. This can be achieved through closed questions that allow you, as the teacher, to uncover any misconceptions and gaps in knowledge of the subjects you need to re-teach.



4. BUILD ENGAGEMENT

Take the time to build a classroom culture where pupils feel confident in sharing responses. You can do this by establishing expectations, and creating an environment where pupils feel that they can contribute without fear of retribution from their peers.



5. PROMOTE EXTENSION

Pupils will want to find the shortcut that allows them to provide the shortest response. Instead, encourage pupils to extend on their initial response by asking them a follow-up question, "Can you give me an example...?"



6. MOVE FROM LOW TO HIGH

Use lower cognitive questions to establish foundation knowledge recall, and then build on this by subsequently asking higher-order questions to deepen understanding.



The National College

This guide is part of The National College staffroom poster series. A collection of information posters for your school staffroom.



Meet the Expert: Michael Chiles
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