

# Welcome to our Parents' meeting

September 2020



Miss Postings



Miss Barclay

# Purpose and aims

- Provide the expectations for the end of the year in terms of the curriculum
- Explain the purpose of planners
- Clarify information about the school – based on parent questionnaire feedback

# Changes due to COVID

- Obviously this is an academic year unlike any previous. As such, we have made a number of changes to school life so we are in-line with the latest government guidance.
- These changes have been outlined in a specific PowerPoint, uploaded to the Newsletters tab of the website. This PowerPoint was also shared with the children when they returned to school.

# School Life

- ▶ School life is a free app that we use to communicate all letters, newsletters and notices through. Please ensure you have downloaded it and enabled notifications.
- ▶ If you have not received your personal log in, please contact the school office ASAP.
- ▶ Engagement with this app is important to keep up to date with all current information.

# Expectations of the academic year

- Curriculum content for Year 2.
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

# Reading

<b>Band 2 Inline</b>
I can use automatic decoding as routine (reading on sight) and I can read fluently.
I can read accurately by blending the sounds in words that contain the graphemes I have been taught so far, especially recognising alternative sounds for graphemes
I can read accurately words of two or more syllables that contain the graphemes I have been taught.
I can read words containing common suffixes.
I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
I can read most high frequency words quickly and accurately, without sounding and blending.
I can read aloud sounding out unfamiliar words accurately and automatically.
I can read books of an appropriate level, increasing my fluency and confidence in word reading.

I can listen to, discuss and express my views about a wide range of contemporary and classic poetry, stories and non-fiction texts, some of which I can read independently and some of which have to be read to me.
I am becoming increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales.
I can recognise simple recurring literary language in stories and poetry.
I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
I can discuss my favourite words and phrases.

## Reading continued...

I can discuss the sequence of events in books and how items of information are related.

I can understand what I read or hear read based on what I already know or on information and vocabulary provided by my teacher.

I can check that the text makes sense to me as I read and can correct inaccurate reading.

I can identify the significant events within a story.

I can make inferences on the basis of what is being said and done.

I can answer and ask questions about books I have read or hear read.

I can predict what might happen based on what I have read so far.

I can use non-fiction books that are structured in different ways and can identify the differences.

I can participate in discussions about books, poems and other works that are read to me and those that I have read for myself, taking turns to speak and listening to what others say.

I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

# Writing

Band 2 Inline	
I can evaluate my own writing with a teacher and/or other children. I can re-read my writing to make sure it makes sense and to identify errors in spelling, grammar and punctuation. I can make additions or improvements as a result of re-reading.	
I can read aloud what I have written with appropriate intonation to make the meaning clear.	
I can use appropriate spacing between words. I can use expanded noun phrases to describe and specify [e.g. the blue butterfly].	
I can use sentences of different forms: statement, question, exclamation and command. I can use the present and past tenses correctly and consistently. I can use <b>when</b> , <b>if</b> , <b>that</b> or <b>because</b> for subordination and use <b>or</b> , <b>and</b> or <b>but</b> to create co-ordination. I can use written Standard English. I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. I can use apostrophes for contracted forms and for the (singular) possessive.	

Band 2 Inline	
I can use more word-specific knowledge to spell words correctly, including homophones. I can segment words into phonemes and represent these through graphemes, spelling many correctly. I can spell words in a phonetically plausible way. I can spell common irregular words correctly. I can learn new ways to spell phonemes.	
I can spell some words with the contracted form. I can use the suffixes <u>-ment</u> , -ness, <u>-ful</u> , -less and <u>-ly</u> . I can use the possessive apostrophe (singular) I can apply spelling rules.	
I can write from memory simple sentences spoken by an adult that include known GPCs, common exception words and punctuation.	
I can form lower case letters correctly and make sure they are the same size as each other. I can attempt to join letters using some horizontal and diagonal strokes and have an understanding of which letters join and which ones do not. I can form capital letters correctly in size, orientation, in relationship to one another and lower case letters. I can form numbers correctly in size, orientation and in relationship to one another. I can use appropriate spacing between words.	
I can write for a range of purposes and in a range of genres using the correct structure. <i>Writing narratives about personal experiences (real and fictional), writing about real events, writing poetry, writing for different purposes.</i> I can produce increasingly longer pieces of writing.	
I can write a plan or say out loud what I am going to write about before starting to write.	



# National Curriculum Appendices

- ▶ Appendix 1 (Pages 7 to 10) – Spelling rules that will be taught throughout Year 2
- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
- ▶ Appendix 2 (Bottom of page 2 and top of page 3) – Grammatical features the children will be introduced to in Year 2
- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

# Maths

## Band 2 - In Line

1. I can count in steps of 2, 3, 5 from 0, and in tens from any number, forward and backward
2. I can recognise the place value of each digit in a two-digit number (tens, ones)
3. I can read and write numbers to at least 100 in numerals and in words
4. I can compare and order numbers from 0 up to 100 using  $<$ ,  $>$  and  $=$  signs
5. I can identify, represent and estimate numbers using different representations, including the number line
6. I can round any number to the nearest 10
7. I can use place value and number facts to solve problems

8. I can solve problems with addition and subtraction using objects and pictures using mental and written methods
9. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
10. I can show that addition of two numbers can be done in any order (commutative) and subtraction cannot
11. I can recognise and use the inverse relationship between addition & subtraction and use this to check calculations and solve missing number problems.
12. I can understand and use the terms sum and difference
13. I can understand subtraction as taking away or finding the difference.
14. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  $TU+U$ ,  $TU+T$ ,  $TU+TU$ ,  $U+U+U$

## Maths continued...

15.	I can solve problems involving multiplication and division including problems in contexts.
16.	I can use different words to describe multiplication and division
17.	I can recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers
18.	I can double and halve numbers to 20
19.	I can count in 3s, 4s and 8s
20.	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot e.g. $15 \div 3 \neq 3 \div 15$
21.	I am beginning to understand remainders
22.	I am beginning to relate multiplication and division to fractions e.g. $\frac{1}{2}$ is the same as $\div 2$
23.	I can calculate mathematical statements for multiplication and division and write them using the $\times$ , $\div$ , $=$ signs

# A typical school day

- Arrive at school on time for when the gates are opened
- Register
- Class assembly
- Lesson 1
- Lesson 2
- Break
- Lesson 3
- Dinner time
- Lessons
- Break (KSI)
- Home time collect from gate

For more details on your child's entrances/exits to school and their specific timings, please see the newsletter dated 01/09/20.

# P.E Kits

- PE kits need to be in school everyday – shorts, t-shirts and black pumps. KS2 can also have tracksuit bottoms and trainers for outside sports.
- Year 2B normally have P.E on a Wednesday.
- Year 2P normally have P.E on a Thursday.

# Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Spellings should be learnt daily and will be tested on a Tuesday.
- ▶ Please ensure you sign the planner after your child has completed their homework.
- ▶ Homework may be online or in a paper form. Please check that Mathematics tasks have been completed correctly (if the task has a red bar instead of green or orange, children should try the task again) and then sign the planner to say they have completed it. If children find the homework too difficult, you may want to put a note in their planner.

# Online homework

- **Mathletics** –the school pays for each child to be a member of Mathletics. This is a web based tool to help children learn and use a variety of maths skills. All children's logons are in their planners. Staff set most of their maths homework online every week through Mathletics. Tasks can be set but all tasks can also be accessed by children without them being set. 'Live Mathletics' is a great game to improve mental maths and rapid recall of facts.
- **Spelling Shed**– School also pays for every child to access **Spelling Shed**– this should be used daily to help children learn their weekly spellings, set by the class teacher weekly.
- **Times Tables Rock Stars**. School also pays for every child to access **Times Tables Rock Stars**. Children are expected to know times tables facts up to  $12 \times 12$ , by the end of Year 4. This game really improves children's recall of times tables facts. There is a free app to download, or you can play on the website.
- **Numbots**. Paid for by school and created by the same company that produces TT Rockstars. It is focused on number recognition and fluency and supports mental calculations throughout school life.

# Planners

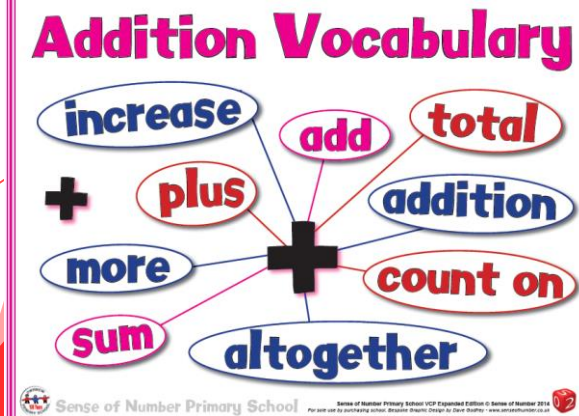
- Planners need to be in school everyday. In the planners there is a lot of information to help you support your child with their learning. We expect these to be used to communicate messages between home and school. We would like you to support us with your child's learning by using them regularly.
- Please check them daily.
- Reading: Read with your child daily and sign to say you have read with them – Children can read a variety of texts including use of a kindle, iPad, magazine, comics etc. This is really important to help your child improve their vocabulary which further supports writing.
- In Year 2 we ask that as well as reading with your child you also ask them questions. There is a VIPERS page in the planner which may be used to help generate questions. In Year 2 we expect the children to not only be able to read the book but to also be able to ask and answer questions about it's contents.





# Planner content

- English glossary of terms, punctuation, word classes etc – explanation of the terms involved with grammar and punctuation to help with writing.
- Writing – Alan Peat Sentences – examples to help your child write sentences at home. Simply copy the grammatical sentence and change the vocabulary.
- Maths Visual Calculation Policy – there is a range of maths vocabulary to support the four operations. Visual calculation slides – the full document can be found on the school website. The maths VCP are used in classrooms throughout the school for the children to learn from – the teachers use these to support lessons.
- Sticker on first page – your child's log in for their online learning platforms.



# Assessment

The Government expects schools to report to parents annually explaining where children are in relation to age related expectations.

Children will be working in bands, which are progressive.

D = Developing - below age related expectations

I = Inline - at age related expectations

G = Greater depth - mastering within the expected standard

The national expectation is that each child should be in line with age related expectations at the end of the year. Years 2 and 6 will be assessed against the Teacher Assessment Framework.

The tables indicate the age band at which an average child should be working at by the end of the academic year. Some children will be working above these bands, some below, what matters is that they are consistently making progress and always trying their best. The main thing is that you know where your child is currently at and what their next steps in learning are.

Reception will be assessed against the Early Learning Goals.

## Table of codes

	Early learning Goals
Reception	Early Learning Goal (ELG)
	ELG Emerging = below age related
	ELG Expected = at age related
	ELG Exceeding = above age related

Year	Bands for end of year expectations	Term	MY BAND		
			Reading	Writing	Maths
Y1	1D = Developing age related expectations	Autumn			
	1I = Inline age related expectations	Spring			
	1G = Greater depth within age related expectations	Summer			
Y2	2D = Developing age related expectations	Autumn			
	2I = Inline age related expectations	Spring			
	2G = Greater depth within age related expectations	Summer			
Y3	3D = Developing age related expectations	Autumn			
	3I = Inline age related expectations	Spring			
	3G = Greater depth within age related expectations	Summer			
Y4	4D = Developing age related expectations	Autumn			
	4I = Inline age related expectations	Spring			
	4G = Greater depth within age related expectations	Summer			
Y5	5D = Developing age related expectations	Autumn			
	5I = Inline age related expectations	Spring			
	5G = Greater depth within age related expectations	Summer			
Y6	6D = Developing age related expectations	Autumn			
	6I = Inline age related expectations	Spring			
	6G = Greater depth within age related expectations	Summer			

When filled in, the table above will show the current band that children are working within at the end of each academic term, for their current year group.

# Planners

Assessment – developing, inline or greater depth Assessment – We have worked as a group of Pentagon schools (5 local schools) to develop an assessment system. We have half termly meeting with senior leaders to discuss pupils' progress. We then teacher assess the pupils on whether they are developing, inline or working at greater depth against age related expectations.

# Planners

► Please sign the Home/School agreement on page 4.

## Home/School Agreement

### School aims to:

- Achieve high standards of work and behaviour, encouraging children to do their best at all times.
- Contact parents if there is a problem with attendance, punctuality or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.
- Welcome you into school at mutually appropriate times, to discuss your child's progress and send you an annual report detailing your child's achievements.
- Send weekly homework tasks to support classroom learning, appropriate to the age and ability of your child.

We are trying to encourage our children to take responsibility for their learning and to become more independent.

We ask all children to keep to our Code of Conduct.

### I will try to:

- Listen when one person is talking and behave appropriately.
- Be sharing, caring and kind.
- Always do my best.
- Display good manners
- Follow The Rights Respecting Charter.

### Together we will:

- Tackle any areas of concern.
- Encourage the children to keep the school's Code of Conduct.
- Support children's learning to help them achieve their best.

### Home aims to:

- See that my child goes to School regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the School's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about my child's progress.
- Let the school know, as soon as possible, reasons for absence.

Parent's signature: ..... Date: .....

Child's signature: ..... Date: .....

Teacher's signature: ..... Date: .....

## Reception High Frequency Words

a	get	on
all	go	play
am	going	said
and	he	see
are	I	she
at	in	the
away	is	they
be	it	this
big	like	to
can	look	up
come	me	was
dad	mum	we
day	my	went
dog	no	yes
for	of	you

## Planners – spellings

Reception = words chn need to recognise and spell by end of the year.

- ▶ We have weekly checks on spellings that children should practise at home. The spellings are put into a sentence also. Spellings always need to be taught in context. Key spellings that children get incorrect will be written into the planner for the children to practise regularly.

## Year 1 Common Exception Words

a	friend	just	push	they
are	full	love	put	to
as	has	me	said	today
ask	he	my	says	was
be	here	no	school	what
by	his	of	she	where
call	house	once	so	we
called	go	one	some	were
come	I	our	the	you
do	is	pull	there	your

## Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	were
busy	eye	last	path	who
child	fast	many	people	whole
children	father	mind	plant	wild
Christmas	find	money	poor	would

Planners –  
spellings



## Year 3/4 Statutory Word List

accident	different	important	potatoes
accidentally	difficult	interest	pressure
actual	disappear	island	probably
actually	early	knowledge	promise
address	earth	learn	quarter
although	eight	length	question
answer	eighth	library	recent
appear	enough	material	regular
arrive	exercise	medicine	reign
believe	experience	mention	remember
bicycle	experiment	minute	sentence
breath	extreme	natural	separate
breathe	famous	naughty	special
build	favourite	notice	straight
busy	February	occasion	strange
business	forward	occasionally	strength
calendar	fruit	often	suppose
caught	grammar	opposite	surprise
centre	group	ordinary	therefore
century	guard	particular	though
certain	guide	peculiar	thought
circle	heard	perhaps	through
complete	heart	popular	various
consider	height	position	weight
continue	history	possess	woman
decide	imagine	possession	women
describe	increase	possible	

## Year 5/6 Statutory Word List

accommodate	critic	hindrance	recognise
accompany	criticise	identity	recommend
according	curiosity	immediately	restaurant
achieve	definite	interfere	rhyme
aggressive	desperate	interrupt	rhythm
amateur	determined	language	sacrifice
ancient	develop	leisure	secretary
apparent	dictionary	lightning	shoulder
appreciate	disastrous	marvellous	signature
attached	embarrass	mischievous	sincere
available	environment	muscle	sincerely
average	equip	necessary	soldier
awkward	equipped	neighbour	stomach
bargain	equipment	nuisance	sufficient
bruise	especially	occupy	suggest
category	exaggerate	occur	symbol
cemetery	excellent	opportunity	system
committee	existence	parliament	temperature
communicate	explanation	persuade	thorough
community	familiar	physical	twelfth
competition	foreign	prejudice	variety
conscience	forty	privilege	vegetable
conscious	frequently	profession	vehicle
controversy	government	programme	yacht
convenience	guarantee	pronunciation	
correspond	harass	queue	


Planners –  
spellings

## Reading Bingo

# Reading Bingo

- ▶ New for 2020 is a Reading Challenge.
- ▶ Try and read as many books as you can to complete the different tasks in the boxes.
- ▶ An adult should initial the box when a book has been completed.
- ▶ Show your teacher when you have completed them all – will you be first?

Over the year, can you cross off all the squares? Ask your parent/carer to initial each square when you complete it. Will you be the first in your class to complete it?

A book with a male main character.	A book written before you were born.	A book that has been turned into a film.	A book with a red cover.
A book your parent/guardian read when they were a child.	A book set in the future.	A book with a number in the title.	Read instructions for something.
An award winning book.	A book by Roald Dahl.	A book that makes you laugh.	A book set in another country.
An adventure book.	A book borrowed from a friend/ family member.	A book recommended by a friend.	A book by Julia Donaldson.
A book recommended by a family member.	A book by Enid Blyton.	Read a poem.	Read your favourite book again.
A book borrowed from the local library.	A book about a historical event.	A book with royalty in it, real or imaginary.	A book set during Christmas.
A book with a female main character.	A comic book.	A book that was written over 50 years ago.	A book with a name in the title.
A book with a one word title.	Read aloud to someone else.	Read a book with an animal on the cover.	

# Reading VIPERS

▶ VIPERS is a helpful acronym of the different reading skills that we use in all of our reading.


▶ You can use these question to help you ask your child questions about the books they are reading.

## Reading VIPERS

VIPERS is a helpful acronym of the different reading skills that we use in all of our reading.

Reading Vipers


Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence



KS1 VIPERS

Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



KS2 VIPERS

KS1 VIPERS example questions	KS2 VIPERS example questions
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Which word/phrase tells you that...?</li> <li>• Which of the words best describes the character/setting/mood?</li> <li>• Can you think of any other words the author could have used to describe this?</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>• How can you tell that...? Why did ... happen?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> </ul>	<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• What voice might these characters use?</li> </ul>
<p><b>Predict</b></p> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb – what do you think this book will be about?</li> <li>• What is happening now? What happened before?</li> <li>• What will happen next? Give evidence from the text.</li> </ul>	<p><b>Predict</b></p> <ul style="list-style-type: none"> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe?</li> <li>• Explain your answer using evidence from the text.</li> </ul>
<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• What is the author's point of view? How does the author engage the reader here?</li> <li>• How does the author engage the reader here?</li> <li>• Which part was the most interesting/exciting?</li> </ul>
<p><b>Retrieve</b></p> <p>What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did ..... happen? How many.....?</p>	<p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know? How did....? How often....?</li> <li>• Who had...? Who is...? Who did....?</li> </ul>
<p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>• What happened after ...?</li> <li>• What was the first thing that happened in the story?</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Summarise what changes in chapter...</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>

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# Planners – times tables

- ▶ By the end of Year 4, children should know and recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Times tables			
<u>1 x table</u> 1 x 0 = 0 1 x 1 = 1 1 x 2 = 2 1 x 3 = 3 1 x 4 = 4 1 x 5 = 5 1 x 6 = 6 1 x 7 = 7 1 x 8 = 8 1 x 9 = 9 1 x 10 = 10 1 x 11 = 11 1 x 12 = 12	<u>2 x table</u> 2 x 0 = 0 2 x 1 = 2 2 x 2 = 4 2 x 3 = 6 2 x 4 = 8 2 x 5 = 10 2 x 6 = 12 2 x 7 = 14 2 x 8 = 16 2 x 9 = 18 2 x 10 = 20 2 x 11 = 22 2 x 12 = 24	<u>3 x table</u> 3 x 0 = 0 3 x 1 = 3 3 x 2 = 6 3 x 3 = 9 3 x 4 = 12 3 x 5 = 15 3 x 6 = 18 3 x 7 = 21 3 x 8 = 24 3 x 9 = 27 3 x 10 = 30 3 x 11 = 33 3 x 12 = 36	<u>4 x table</u> 4 x 0 = 0 4 x 1 = 4 4 x 2 = 8 4 x 3 = 12 4 x 4 = 16 4 x 5 = 20 4 x 6 = 24 4 x 7 = 28 4 x 8 = 32 4 x 9 = 36 4 x 10 = 40 4 x 11 = 44 4 x 12 = 48
<u>5 x table</u> 5 x 0 = 0 5 x 1 = 5 5 x 2 = 10 5 x 3 = 15 5 x 4 = 20 5 x 5 = 25 5 x 6 = 30 5 x 7 = 35 5 x 8 = 40 5 x 9 = 45 5 x 10 = 50 5 x 11 = 55 5 x 12 = 60	<u>6 x table</u> 6 x 0 = 0 6 x 1 = 6 6 x 2 = 12 6 x 3 = 18 6 x 4 = 24 6 x 5 = 30 6 x 6 = 36 6 x 7 = 42 6 x 8 = 48 6 x 9 = 54 6 x 10 = 60 6 x 11 = 66 6 x 12 = 72	<u>7 x table</u> 7 x 0 = 0 7 x 1 = 7 7 x 2 = 14 7 x 3 = 21 7 x 4 = 28 7 x 5 = 35 7 x 6 = 42 7 x 7 = 49 7 x 8 = 56 7 x 9 = 63 7 x 10 = 70 7 x 11 = 77 7 x 12 = 84	<u>8 x table</u> 8 x 0 = 0 8 x 1 = 8 8 x 2 = 16 8 x 3 = 24 8 x 4 = 32 8 x 5 = 40 8 x 6 = 48 8 x 7 = 56 8 x 8 = 64 8 x 9 = 72 8 x 10 = 80 8 x 11 = 88 8 x 12 = 96
<u>9 x table</u> 9 x 0 = 0 9 x 1 = 9 9 x 2 = 18 9 x 3 = 27 9 x 4 = 36 9 x 5 = 45 9 x 6 = 54 9 x 7 = 63 9 x 8 = 72 9 x 9 = 81 9 x 10 = 90 9 x 11 = 99 9 x 12 = 108	<u>10 x table</u> 10 x 0 = 0 10 x 1 = 10 10 x 2 = 20 10 x 3 = 30 10 x 4 = 40 10 x 5 = 50 10 x 6 = 60 10 x 7 = 70 10 x 8 = 80 10 x 9 = 90 10 x 10 = 100 10 x 11 = 110 10 x 12 = 120	<u>11 x table</u> 11 x 0 = 0 11 x 1 = 11 11 x 2 = 22 11 x 3 = 33 11 x 4 = 44 11 x 5 = 55 11 x 6 = 66 11 x 7 = 77 11 x 8 = 88 11 x 9 = 99 11 x 10 = 110 11 x 11 = 121 11 x 12 = 132	<u>12 x table</u> 12 x 0 = 0 12 x 1 = 12 12 x 2 = 24 12 x 3 = 36 12 x 4 = 48 12 x 5 = 60 12 x 6 = 72 12 x 7 = 84 12 x 8 = 96 12 x 9 = 108 12 x 10 = 120 12 x 11 = 132 12 x 12 = 144

# STOP (Several Times On Purpose) – anti bullying

- Here at Blanford Mere we use the acronym STOP to define bullying – Several Times on Purpose – not the odd occasion where children are unkind to each other.
- We provide children with workshops, and through PSHE we talk about this issue. If there are any occasions where you may feel that your child is being treated unkindly – please do not hesitate to see your child's class teacher or Phase leader.
- If you would like further information about what the school will do to support you then please see our website for the policy.

## Bullying - STOP

**STOP = Several Times On Purpose.**

Although bullying is not an issue at Blanford Mere, it is important that you are aware of the steps to take if you feel there is a problem with bullying – with you, or someone else.

Remember **STOP** when thinking about bullying. Bullying is Several Times On Purpose. **Bullying is not one-off occasions.**

**Bullying can be:**

- Name calling, teasing or making you feel uncomfortable
- Making things up to get you into trouble
- Hitting, pinching, pushing etc.
- Taking things away from you, including stealing your money
- Damaging your belongings
- Taking your friends away from you
- Telling lies about you and making threats

**If you are being bullied:**

- Try to look confident, even if you don't feel it
- Don't let a bully know you are upset
- Try to stay in safe areas at school with other people you trust
- If you see someone on their own, make friends with them

**Always tell someone;** a friend, a teacher, or your parents.

**It is not telling tales and you won't get into trouble.**

If you can't talk about it, write a note. You will be listened to and things will change.

Please see our website for our Anti-bullying and Behaviour Policy.



# STOP – anti bullying

- We take this issue very serious as a school – from pupil voice/parent surveys we do not have an issue with this here at Blanford Mere. We do a lot of work in school with the children to ensure they understand the difference between bullying and unkindness.
- Bullying is usually defined as behaviour that is:  
Repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation
- It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

## Bullying - STOP

**STOP = Several Times On Purpose.**

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Remember **STOP** when thinking about bullying. Bullying is Several Times On Purpose. **Bullying is not one-off occasions.**

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# Cyber Bullying

- ▶ We do our utmost to keep our children safe in school – internet access is limited to child friendly sites. Each week a log of any children or staff trying to access any unsuitable websites and incidents are dealt with by Miss Stanton – if parents need to be informed about incidents then Miss Stanton will contact you.

# Behaviour

## ▶ Rights Respecting School

We encourage good behaviour in a variety of ways at Blanford Mere. Underpinning this is the Rights Respecting charter – details of the articles can be found in your child's planner. We are a Rights Respecting School. This means that we enable children to access their rights every day at school and teach them to respect their own and others' rights. The children learn about this in all aspects of life from classroom work to assemblies. In each class children have chosen 4-5 articles that will underpin their values of how they behave in their classroom. We have lunchtime charters created by the children and will be working together to develop a playground charter.

# Behaviour

- ▶ Rewards and sanctions & KSI and KS2 end of term treat – golden time
- ▶ We try to promote good behaviour amongst the children – children are rewarded with stickers, certificates, post cards home, head/deputy awards to name a few.
- ▶ KSI and KS2 operate a reward system called Golden time. Each pupil is rewarded weekly for their behaviour by having 20 minutes golden time (usually on a Friday afternoon).



# Behaviour

- ▶ Rewards and sanctions & KS1 and KS2 end of term treat – golden time
- ▶ If children have not met our expectations of behaviour, then they can have golden time taken off them in five minute intervals dependent on the incident. At the end of every term, KS1 and KS2 are rewarded with an End of term treat for those pupils who have not lost 25 minutes golden time (5 red stickers in one term = lose end of term treat). End of term treats may be different to previous years, in line with the current government guidance.
- ▶ If your child gets a red sticker, this will be put in their planner. Please sign the sticker so that we know that you are aware of this. After 3 red stickers in one term, the class teacher will speak with you.
- ▶ If they have received 5 red stickers, then those pupils and parents are informed and will lose out on the treat. There are very few pupils who do lose out! Our full behaviour policy can be found on the school website.

# Behaviour

- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support they need with learning or a behaviour issue. We try to work together to resolve issues.



# Behaviour

- If you would like to discuss anything then please make an appointment to see your child's class teacher – the end of the day is best. If you feel that you need the KS manager (either Mr Baker or Mr Wade) to be involved, we can arrange this. If you have exhausted these two options and you are still not happy – then ring the office to book an appointment to see Miss Stanton – Deputy Headteacher.
- Finally, if we have still not been able to rectify your problem, ring to make an appointment with our Headteacher, Mrs Miller.

All children's names will be placed on green on a chart like this in the class.

They can move up and down the chart, depending on their behaviour.

It is expected that children show good behaviour and remain on at least green as 'green is good'.

What will happen?	Examples of behaviour:	
<b>GOLD is great!</b> <ul style="list-style-type: none"> <li>Gold sticker to wear ☺</li> <li>Gold sticker in planner ☺</li> <li>Gold sticky dot on wall ☺</li> <li>After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.	
<b>SILVER is super!</b> <ul style="list-style-type: none"> <li>Silver sticker to wear ☺</li> <li>Silver sticker in planner ☺</li> <li>Silver sticky dot on wall ☺</li> <li>After 5 times on SILVER, you will get a GOLD.</li> </ul>	<ul style="list-style-type: none"> <li>Respectful at all times</li> <li>Polite and courteous at all times.</li> <li>e.g. holding doors open</li> <li>Kind and caring at all times</li> </ul>	<ul style="list-style-type: none"> <li>Listening and engaging in learning</li> <li>High standard of work</li> <li>Persevering with tasks</li> <li>Ready to learn</li> <li>A positive attitude to school life</li> </ul>
<b>GREEN is good!</b> <b>EVERYONE STARTS</b> on green every morning.	<ul style="list-style-type: none"> <li>Respectful</li> <li>Effort (doing your best)</li> <li>Polite</li> <li>Kind</li> <li>Listening well</li> <li>Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>Producing a good standard of work</li> <li>Ready to learn (planner, pencil, reading book, PE kit)</li> <li>Correct uniform</li> <li>Lining up sensibly</li> <li>The right attitude to school life</li> </ul>
<b>ORANGE = 1st # WARNING</b> <ul style="list-style-type: none"> <li>Teacher will date chart</li> <li>5 oranges on separate days - 1 red (5 mins Golden Time lost).</li> </ul>	<ul style="list-style-type: none"> <li>Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>Rudeness</li> </ul>	<ul style="list-style-type: none"> <li>Being unkind</li> <li>Moving when you shouldn't</li> <li>Poor listening skills</li> <li>Lack of effort/ focus</li> <li>Incorrect uniform (not tucking shirt in, trainers, no tie)</li> <li>Not lining up sensibly</li> <li>A poor attitude to school life</li> </ul>
<b>RED = 2nd orange WARNING (in 1 day)</b> <ul style="list-style-type: none"> <li>Teacher will date chart (5 fill in behaviour log on computer)</li> <li>RED sticker in planner</li> <li>5 mins golden time lost</li> <li>5 mins time out in another class</li> <li>5 mins make up the lost time at break/ lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>Not ready to learn. eg. no planner, no pencil, no P.E. kit etc.</li> <li>Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>Rudeness</li> <li>Moving when you shouldn't</li> <li>Being unkind</li> <li>Poor listening skills</li> <li>Lack of effort/ focus</li> <li>A poor attitude to school life</li> </ul>	<p><b>Each RED warning - RED sticker in your planner for parents to sign.</b></p> <p><b>1<sup>st</sup> - RED sticker in your planner for parents to sign.</b></p> <p><b>2<sup>nd</sup> - RED sticker in your planner for parents to sign.</b></p> <p><b>3<sup>rd</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.</b></p> <p><b>4<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.</b></p> <p><b>5<sup>th</sup> - RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Mrs Stenton. Your play / lunch timer will be limited. You will lose the end of term treat.</b></p> <p><b>6<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. NHT to call parents in for a meeting.</b></p>
<b>GREY</b> <ul style="list-style-type: none"> <li>You will be sent to Mrs Miller in Mrs Stenton.</li> <li>Your play / lunch timer will be limited.</li> <li>Teacher will date chart &amp; fill in behaviour log.</li> <li>Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>Depending on the severity, you could be issued with one of 5 minutes out of school time and get red warning. E.g. you could be 2x minutes of 5 mins and get 2 red warning stickers. It could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>refusal to do what an adult asks,</li> <li>physical violence,</li> <li>backchat,</li> <li>offensive language directed at people.</li> </ul>	

If they go above and beyond expectations, they will move to silver and gold.

Rewards will be given for positive behaviour.

However, poor behaviour will mean they will move down the chart to orange, red or grey as consequences for their behaviour.

<p><b>GOLD is great!</b></p> <ul style="list-style-type: none"> <li>• Gold sticker to wear ☺</li> <li>• Gold sticker in planner ☺</li> <li>• Gold sticky dot on wall ☺</li> <li>• After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
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<p><b>GREEN is good!</b> EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Effort (doing your best)</li> <li>- Polite</li> <li>- Kind</li> <li>- Listening well</li> <li>- Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>- Producing a good standard of work</li> <li>- Ready to learn (planner, pencil, reading book, PE kit)</li> <li>- Correct uniform</li> <li>- Lining up sensibly</li> <li>- The right attitude to school life</li> </ul>
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<p><b>GREY</b></p> <ul style="list-style-type: none"> <li>• You will be sent to Mrs Miller or Mrs Stubbs.</li> <li>• Your play / lunch timer will be limited.</li> <li>• Teacher will date chart &amp; fill in behaviour log</li> <li>• Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>• Depending on the situation, you could be awarded one week of 5 mins time of golden time and get red warnings. Eg. you could be 2x one-week of 5 mins and get 2 red warnings and then it could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>- refusal to do what an adult asks,</li> <li>- physical violence,</li> <li>- backchat,</li> <li>- inappropriate language directed at people.</li> </ul>	

The chart is to help achieve a consistent approach to behaviour in the school.

Obviously, there will be some incidents that need discretion and teachers may need to treat those cases in a different manner.

All children start on green everyday.

*Possible end of term treats*

*AUTUMN TREAT = Christmas Games afternoon*

*SPRING TREAT = Round robin activities afternoon KS1 – am, KS2 – pm.*

*SUMMER TREAT = Bouncy Castles Day*

What will happen?	Examples of behaviour:	
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<b>GREY</b> <ul style="list-style-type: none"> <li>• You will be sent to Mrs Miller or Mrs Stanton</li> <li>• Your play / lunch timer will be limited</li> <li>• Teacher will date chart &amp; fill in behaviour log</li> <li>• Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.</li> <li>• Depending on the offence, you could lose several minutes of 5 mins time at golden time and get red warning. Eg. you could lose 2x minutes of 5 mins and get 2 red warning stickers. It could be 5.</li> </ul>	<ul style="list-style-type: none"> <li>- refusal to do what an adult asks,</li> <li>- physical violence,</li> <li>- backchat,</li> <li>- <del>offensive</del> language directed at people.</li> </ul>	

What will happen?	Examples of behaviour:	
<p><b>GOLD is great!</b></p> <ul style="list-style-type: none"> <li>• Gold sticker to wear 😊</li> <li>• Gold sticker in planner 😊</li> <li>• Gold sticky dot on wall 😊</li> <li>• After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly.</li> </ul>	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>	
<p><b>SILVER is super!</b></p> <ul style="list-style-type: none"> <li>• Silver sticker to wear 😊</li> <li>• Silver sticker in planner 😊</li> <li>• Silver sticky dot on wall 😊</li> <li>• After 5 times on SILVER, you will get a GOLD.</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful at all times</li> <li>- Polite and courteous at all times.</li> <li>- e.g. holding doors open</li> <li>- Kind and caring at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and engaging in learning</li> <li>- High standard of work</li> <li>- Persevering with tasks</li> <li>- Ready to learn</li> <li>- A positive attitude to school life</li> </ul>
<p><b>GREEN is good!</b> EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Effort (doing your best)</li> <li>- Polite</li> <li>- Kind</li> <li>- Listening well</li> <li>- Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>- Producing a good standard of work</li> <li>- Ready to learn (planner, pencil, reading book, PE kit)</li> <li>- Correct uniform</li> <li>- Lining up sensibly</li> <li>- The right attitude to school life</li> </ul>

## ORANGE = 1st

### WARNING

- Teacher will date chart
- 5 oranges on separate days = 1 red (5 mins Golden Time lost).

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness

- Being unkind
- Moving when you shouldn't
- Poor listening skills
- Lack of effort/ focus
- Incorrect uniform (not tucking shirt in, trainers, no tie)
- Not lining up sensibly
- A poor attitude to school life

## RED = 2nd orange

### WARNING (in 1 day)

- Teacher will date chart (& fill in behaviour log on computer)
- RED sticker in planner
- 5 mins golden time lost
- 5 mins time out in another class
- 5 mins make up the lost time at break/ lunch time.

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness
- Moving when you shouldn't
- Being unkind
- Poor listening skills
- Lack of effort/ focus
- A poor attitude to school life

Each RED warning = RED sticker in your planner for parents to sign.

1<sup>st</sup> = RED sticker in your planner for parents to sign.

2<sup>nd</sup> = RED sticker in your planner for parents to sign.

3<sup>rd</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.

4<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.

5<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. Your play / lunch times will be limited. You will lose the end of term treat.

6<sup>th</sup> = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting.



# GREY

- You will be sent to Mrs Miller or Miss Stanton
- Your play / lunch times will be limited
- Teacher will date chart & fill in behaviour log
- Key Stage Leader/ Deputy / Head teacher will see your parent at the end of the day.
- Dependent on the scenario, you could lose several intervals of 5 minute slots of golden time and get red warnings. E.g. you could lose 2x intervals of 5 mins and get 2 red warning stickers. It could be 3.

- refusal to do what an adult asks,
- physical violence,
- backchat,
- inappropriate language directed at people.

The examples do not list everything. There will be some incidents that need discretion and t

# Stickers in planners

- ▶ After 5 times on SILVER, you will get a GOLD 😊.
- ▶ After 5 times on GOLD, you will get a certificate from Mrs Miller.
  
- ▶ 5 oranges on separate days (children aren't given orange stickers) = one red warning
- ▶ 5 red stickers in one term = loss of end of term treat
- ▶ Parents sign planner when RED sticker is given



# Finally...

We hope that you have found this information useful. Our aim is to provide an exciting curriculum for your child and enable them to reach their full potential.

We would like to thank you all for taking the time to read this and hope that we can work together to support your child.

If you have any questions then please write them in your child's planner. Thank you.