

The background features a white central area with red geometric shapes on the left and right sides. The shapes are composed of overlapping triangles and polygons in various shades of red, creating a modern, abstract design.

# Welcome to our Parents' meeting

September 2020

# Meet the Teachers



Miss Cleeton



Miss Jordan

# 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

- Arrive to school on time, at your allocated slot.
- Please bring your child's red bag (no other bag is required), planner and labelled water bottle each day to school.
- PE kits also need to be in school everyday –shorts, t-shirts and black pumps, clearly labelled with your child's name.
- **Curriculum:** The Early Years Foundation Stage is comprised of two main areas: Prime and Specific. Prime areas include: Personal, Social and Emotional Development; Physical Development; and Communication and Language. The Specific Areas include: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. All these areas are covered in Reception through a broad and balanced approach of independent child-initiated learning and guided teaching.

# End of Year Expectations: Early Learning Goals

- ▶ **Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words (I, me, they). They demonstrate understanding when talking with others about what they have read.
- ▶ **Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- ▶ **Number:** Children count reliably with numbers from one to 20. place them in order and say a number that 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 and back to find the answer. They solve problems including doubling, halving and sharing.
- ▶ **Shape, Space and Measures:** Children can talk about size, weight, capacity, position, time distance and money to compare 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.

# Literacy: Reading and Writing

Suggestions of how to support your child's learning at home:

- ▶ **Reading** - Please read with your child as much as you can at home, whether this is at bedtime, or out and about shopping and you see something you think they can have a go at reading, such as street signs. Also, in planners we would appreciate if you could record a reading list inside their planners to show us what they have been reading at home. Please practise the Phonic Sounds each day, which will be sent home within their Sound Book, as well as the word lists in their 'Learning to Read books'.
- ▶ **Writing** - Please practise writing your child's name with them, showing them the correct way to hold a pencil and correcting their mistakes e.g. incorrect letter formation, ensuring a capital letter and lowercase. Activities such as using chalk, painting outside or climbing etc. will help develop their fine motor skills and upper body strength.



# Maths: Number and Shape, Space and Measure

Suggestions of how to support your child's learning at home:

- ▶ **Number**- This can be addressed through everyday opportunities; for example, when you are cooking at home you can ask them to count how many vegetables are in the pot, how many stairs you are walking up, the house numbers you pass etc. Ensuring your child can reliably count, recognise and order numbers to 20, which support them within other areas of number, such as addition and subtraction.
- ▶ **Shape, Space and Measures** – Again, within everyday life shapes are all around us, so asking your child what shapes they can see, how many corners does that shape have?, will begin to develop their ability to recognise and describe shapes. Developing mathematical language is important, and can be achieved through simple activities like at bath-time, playing floating and sinking games, and discussing which objects are heavier or lighter etc.

# Personal, Social and Emotional Development

- ▶ In order for children to be able to engage with the curriculum, they firstly need to be 'ready to learn'. This means that your child is able to concentrate and focus, listen and follow instructions, follow the behaviour expectations etc. You can help at home through talking with your child and modelling how to listen and take turns in a conversation, and in regards to behaviour making boundaries clear and explaining what are right/wrong choices, teaching them about sharing etc., as this will great help your child to access their learning within school.

# A typical school day

- Arrive at school on time for when the gates are opened
- Register/All About Today
- Phonics
- Child-Initiated Choosing Time
- Maths
- Child-Initiated Choosing Time
- Dinner time
- Circle Time session
- Child-Initiated Choosing Time
- 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. Please can you ensure it is clearly labelled.
- RC normally have P.E on Mondays, and RJ on Wednesdays.

# Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Homework will mostly be set online. Please check that Mathletics tasks have been completed correctly (if the task has a red bar instead of green or orange, children should try the task again). If children find the homework too difficult, you may want to put a note in their planner.

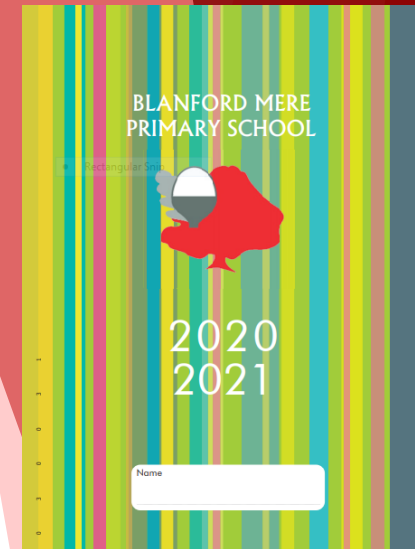
# Online homework

- **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**– we will assign words lists for the children to practise reading and spelling, once the children have learnt some of the phonic sounds.
- **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.



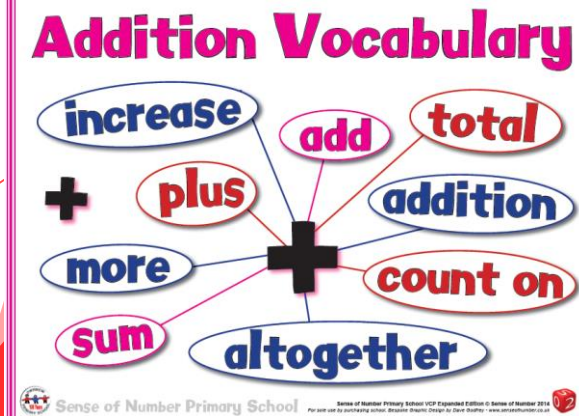
# Planners

- 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.



# 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.





# 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.

# 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)

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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:
- ▶ 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.
- ▶ 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 leader, Miss Stanton to be involved, we can arrange this. Miss Stanton is also the 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'.

<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>
<p><b>ORANGE = 1st WARNING</b></p> <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. e.g. no planner, no pencil, no P.E. kit etc.</li> <li>- Disrespect: rolling eyes, slumping 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>

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

Rewards will be given for positive behaviour.

However, poor behaviour will mean they will move down the chart to orange, as a consequence for their behaviour.

We will be introducing Red into our behaviour chart in Spring Term.

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<p><b>RED = 2nd orange WARNING (in 1 day)</b></p> <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 left</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. e.g. 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>1<sup>st</sup> - RED sticker in your planner for parents to sign.</p> <p>2<sup>nd</sup> - RED sticker in your planner for parents to sign.</p> <p>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.</p> <p>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.</p> <p>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 times will be limited. You will lose the end of term treat.</p> <p>6<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. NMI will call parents in for a meeting.</p>

# 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.