

Welcome to our Parents' meeting

Wednesday 11th September, 2019

Purpose and aims of the session

- **Expectations for the end of the year - curriculum**
- **Meet the teacher**
- **Purpose of planners**
- **Clarify information about the school - based on parent questionnaire feedback**

Expectations of the academic year

- 8.45am - arrive to school on time
- 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. PE day is TUESDAY. However, we may do PE lessons at other times, so your child's PE should remain in school.

Curriculum Expectations

▶ Reading:

- ▶ develop positive attitudes to reading, and an understanding of what they read.
- ▶ understand what they read, in books they can read independently.
- ▶ retrieve and record information from non-fiction.
- ▶ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Curriculum Expectations

▶ Writing:

▶ Spelling

- ▶ use further prefixes and suffixes and understand how to add them
- ▶ spell further homophones
- ▶ spell words that are often misspelt
- ▶ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ▶ use the first 2 or 3 letters of a word to check its spelling in a dictionary
- ▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Curriculum Expectations

▶ Writing:

▶ Handwriting

- ▶ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ▶ increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Curriculum Expectations

▶ Writing:

▶ Composition

- ▶ plan their writing by:
 - ▶ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ▶ discussing and recording ideas
- ▶ draft and write by:
 - ▶ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English organising paragraphs around a theme
 - ▶ in narratives, creating settings, characters and plot
 - ▶ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ▶ evaluate and edit by:
 - ▶ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ▶ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ▶ proofread for spelling and punctuation errors
- ▶ read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Curriculum Expectations

▶ Writing:

▶ Punctuation, vocabulary and grammar

- ▶ develop their understanding of the key concepts by:
 - ▶ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - ▶ using the present perfect form of verbs in contrast to the past tense
 - ▶ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - ▶ using conjunctions, adverbs and prepositions to express time and cause
 - ▶ using fronted adverbials
- ▶ indicate grammatical and other features by:
 - ▶ using commas after fronted adverbials
 - ▶ indicating possession by using the possessive apostrophe with plural nouns
 - ▶ using and punctuating direct speech
- ▶ use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

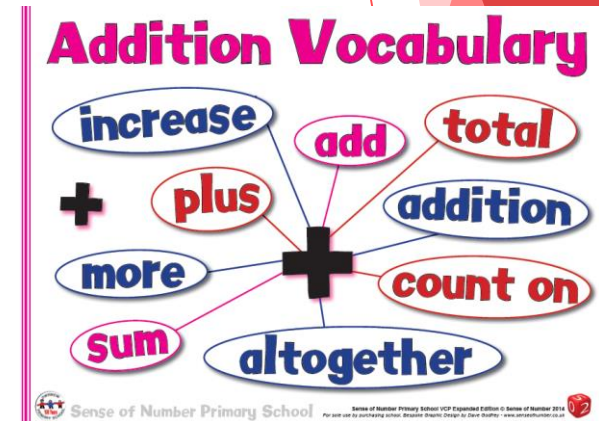
Curriculum Expectations

▶ Maths:

- ▶ Number and place value
- ▶ The four operations
- ▶ Fractions
- ▶ Measurement
- ▶ Geometry
- ▶ Statistics

Planners - expectations

- Planners
- Check them every day
- Reading
- English glossary of terms
- Writing - Alan Peat Sentences
- Maths - VCP
- Mathletics - homework, rapid recall of skills
- TT Rock Stars
- Spelling Shed
- Spellings
- School website - log on
- Assessment - developing, inline or greater depth



Planners

- ▶ Please sign the Home/School agreement at the front of the planner.

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.

Behaviour

- ▶ Rights Respecting School
- ▶ Rewards and sanctions
- ▶ KS1 and KS2 end of term treat - golden time (new for KS1)

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:	
<p>GOLD is great!</p> <ul style="list-style-type: none"> • Gold sticker to wear ☺ • Gold sticker in planner ☺ • Gold sticky dot on wall ☺ • After 5 times on GOLD, you will get a certificate from Mrs Miller in assembly. 	<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>SILVER is super!</p> <ul style="list-style-type: none"> • Silver sticker to wear ☺ • Silver sticker in planner ☺ • Silver sticky dot on wall ☺ • After 5 times on SILVER, you will get a GOLD. 	<ul style="list-style-type: none"> - Respectful at all times - Polite and courteous at all times. - e.g. holding doors open - Kind and caring at all times 	<ul style="list-style-type: none"> - Listening and engaging in learning - High standard of work - Persevering with tasks - Ready to learn - A positive attitude to school life
<p>GREEN is good! EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> - Respectful - Effort (doing your best) - Polite - Kind - Listening well - Sitting properly 	<ul style="list-style-type: none"> - Producing a good standard of work - Ready to learn (planner, pencil, reading book, PE kit) - Correct uniform - Lining up sensibly - The right attitude to school life
<p>ORANGE = 1st WARNING</p> <ul style="list-style-type: none"> • Teacher will date chart • 5 oranges on separate days = 1 red (5 mins Golden Time lost). 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<p>RED = 2nd orange WARNING (in 1 day)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - 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 	<p><u>Each RED warning = RED sticker in your planner for parents to sign.</u></p> <p>1st = RED sticker in your planner for parents to sign</p> <p>2nd = RED sticker in your planner for parents to sign</p> <p>3rd = 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>4th = 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>5th = 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</p> <p>6th = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting</p>
<p>BLACK</p> <ul style="list-style-type: none"> • You will be sent to Mrs Miller or Miss Seanson • 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. • Depending on the scenario, you could lose several intervals of 5 mins slots of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

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 black.

Consequences for poor behaviour.

What will happen?	Examples of behaviour:	
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BLACK <ul style="list-style-type: none"> • 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. • Depending on the scenario, you could lose several intervals of 5 minutes slots of golden time and get red warnings. E.g. you could lose 2nd intervals of 5 mins and get 2 red warning stickers. It could be 8. 	<ul style="list-style-type: none"> - refusal to do what an adult asks, - physical violence, - backchat, - inappropriate language directed at people. 	

What will happen?	Examples of behaviour:
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GOLD is great!

- Head teacher sticker ☺
- After 5 consecutive GOLD weeks, you will get a certificate in assembly.

GOLD is consistently maintaining the following standards:

- Respectful at all times
- Polite and courteous at all times
- Kind and caring at all times
- Listening and engaging in learning
- High standard of work
- Persevering with tasks
- Ready to learn
- An excellent attitude to school life

SILVER is super!

- Silver sticker in planner ☺
- After 5 consecutive SILVER days, you will get a certificate in assembly.

- Respectful at all times
- Polite and courteous at all times.
- e.g. holding doors open
- Kind and caring at all times
- Listening and engaging in learning
- High standard of work
- Persevering with tasks
- Ready to learn
- A positive attitude to school life

GREEN is good!

EVERYONE STARTS on green every morning (unless you are already on SILVER or GOLD)

- Respectful
- Effort (doing your best)
- Polite
- Kind
- Listening well
- Sitting properly
- Producing a good standard of work
- Ready to learn (planner, pencil, reading book, PE kit)
- Correct uniform
- Lining up sensibly
- The right attitude to school life

ORANGE = 1st

WARNING

- Teacher will date chart

- 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

- Teacher will date chart & fill in behaviour log
- 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 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
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5th = 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

6th = a RED sticker will be put in the planner for parents to sign NM to call parents in for a meeting

BLACK

- 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.
- You will lose 3x of 5 minutes of golden time and get 3 red warnings, dependent on scenario.

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

Behaviour chart

► Example

Super silver	<p>Sticker ☺</p> <ul style="list-style-type: none">- Respectful at all times- Polite and courteous at all times.<ul style="list-style-type: none">- e.g. holding doors open- Kind and caring at all times- Listening and engaging in learning- High standard of work- Persevering with tasks- Ready to learn- A positive attitude to school life
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Orange 1 st WARNING	<ul style="list-style-type: none">- Not ready to learn e.g. no planner, no pencil <u>etc</u>

STOP - anti bullying

Cyber Bullying

The background of the slide is white with abstract, overlapping red geometric shapes on the right side. These shapes include triangles and polygons in various shades of red, from light to dark, creating a modern, layered effect.

Finally...