



# Welcome to our Parents' meeting

September 2022



# Meet the team



Mr Wade

KSI Strategic Leader,  
Reading & Phonics Lead



Mrs Barlow

Year 2 Teaching Assistant and  
Breakfast Club Manager



Mrs Cartwright

PSHE/RRSA Lead & School  
Council Lead



# Purpose and aims

- To meet your child's new teacher and to answer any questions you may have
- 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



# 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.

# A typical school day



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

# 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.

# Year 2 Curriculum content – a general overview



## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Year 2 Curriculum content – a general overview



## Statutory requirements

### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

## Statutory requirements

### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



# Year 2 Curriculum content – a general overview



## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

# Year 2 Curriculum content – a general overview



## Number – number and place value

### Statutory requirements

Pupils should be taught to:

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

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

# Year 2 Curriculum content – a general overview



## Number – fractions

### Statutory requirements

Pupils should be taught to:

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

## Statistics

### Statutory requirements

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

## Measurement

### Statutory requirements

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).



# 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 2 normally have P.E on a Monday (2W) and a Thursday (2C); however, this is subject to change!

# Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as “Persistent Absentees”, and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

# Homework

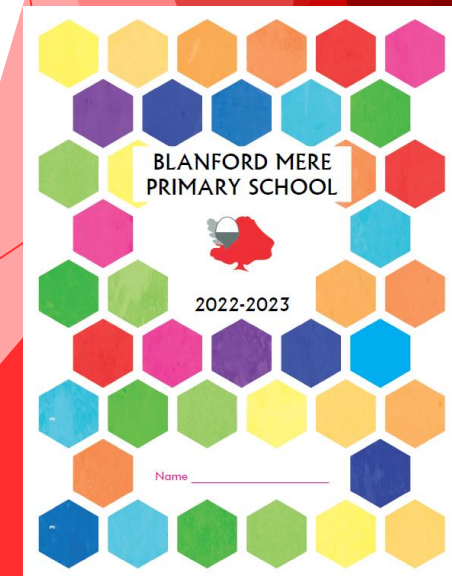


- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.
- ▶ Spellings should be learnt daily and will be tested on a Tuesday.
- ▶ Please ensure you sign the planner after your child has completed their homework.
- ▶ Homework may be online or in a paper form. 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



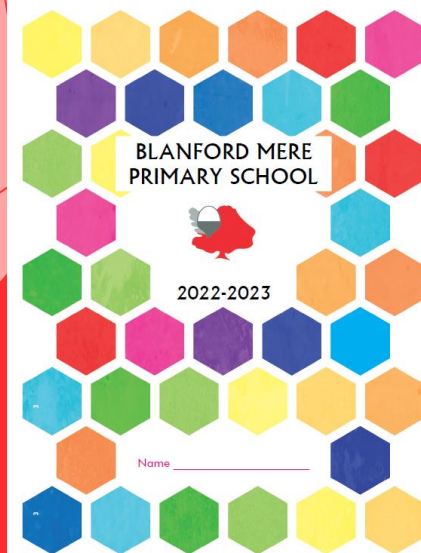
- **Mathletics** –the school pays for each child to be a member of Mathletics. This is a web based tool to help children learn and use a variety of maths skills. All children's logons are in their planners. Staff set most of their maths homework online every week through Mathletics. Tasks can be set 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

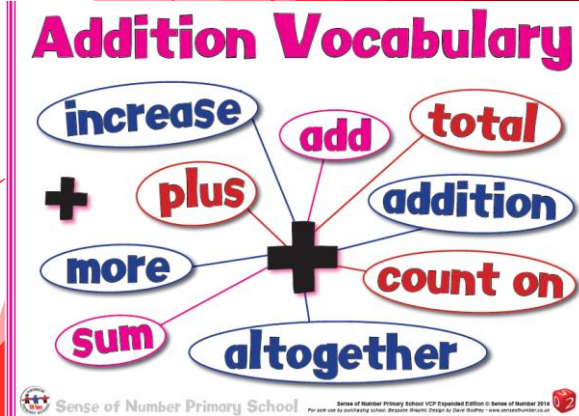
- Planners need to be in school everyday. In the planners there is a lot of information to help you support your child with their learning. We expect these to be used to communicate messages between home and school. We would like you to support us with your child's learning by using them regularly.
- 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.





# 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

Plan  
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	

Plan  
spellings




# Reading Bingo

- ▶ 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?

## Reading Bingo

Over the year, can you cross off all the squares by reading the following books? Each square needs to be a different book – so 31 books in total. Ask your parent/carer to initial each square when you complete it. Will you be the first in your class to complete it? Each time you complete this challenge, you will win a prize.

A book borrowed from the local library.	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 or David Walliams.
A book recommended by a family member.	A book by Enid Blyton, Charles Dickens or CS Lewis.	A poetry book.	Read your favourite book again.
A book with a male main character.	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.	A non-fiction book.	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.

**KS1 VIPERS**

**Reading Vipers**


Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence



**KS2 VIPERS**

**Reading Vipers**

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



Groups used with the kind permission of The Literacy Shed.

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>Summarize</b></p> <ul style="list-style-type: none"> <li>• Summarize what changes in chapter...</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>







# 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

By the end of Year 4, children should know and recall multiplication and division facts for multiplication tables up to 12 x 12.

# 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.**

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.**

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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.


















# Online Safety

- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>



# Online Safety – Social Media

## APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		



# Online Safety

- <https://nationalonlinesafety.com/guides>

## What Parents & Carers Need to Know about YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

### SETTING UP

- 1 Download the YouTube Kids app and connect your own YouTube channel.
- 2 Input your child's name, age and birth month.
- 3 Select the types of videos you'd like to include for your child based on their age and your own personal choice.
- 4 If you decide to approve the content yourself, the app will present you with simple videos for you to accept and reject.
- 5 Once you've made your choice, you're ready to use the app!

### Advice for Parents & Carers

#### REMOVE ADVERTISEMENTS

YouTube Kids offers an ad-free experience if you decide you don't want your child being exposed to ads. This means you'll be using YouTube Premium which will remove adverts on YouTube Kids.

#### RESTRICT VIEWING TIME

The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's daily viewing. When a maximum time is reached, the app will automatically stop the video and prompt you of the feature to prevent access to children staying up too late, affecting their mood and concentration the following day.

#### BE WARY OF UNSUITABLE CONTENT

YouTube Kids has a filter to block out any of the content that you don't want your child to see. However, you may find it useful in preventing your child from watching any of the content that you don't want them to see. It's important that you check back on the app to ensure that your child isn't seeing any of the content that you don't want them to see.

#### MONITOR WATCH HISTORY

YouTube Kids has also made it possible for you to see what your child has watched on the app. This means you can check back on the app to see what your child has watched and ensure that they aren't watching any of the content that you don't want them to see.

#### DISABLE SEARCH OPTION

YouTube Kids has a filter to block out any of the content that you don't want your child to see. However, you may find it useful in preventing your child from watching any of the content that you don't want them to see. It's important that you check back on the app to ensure that your child isn't seeing any of the content that you don't want them to see.

#### WATCH TOGETHER

It's important to make YouTube Kids a fun and positive experience for your child. This means you should spend time watching with your child and ensuring that they are getting the most out of the app. You should also ensure that your child is watching the most enjoyable videos that you and your child have recently watched.

**Meet Our Expert**  
 Claire Bennett is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers to keep their children safe online. She is the author of 'WakeUpWednesday' and 'National Online Safety'.

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 #WakeUpWednesday

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## What Parents & Carers Need to Know about WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. It's used by most of us, and it's easy to use. However, it's not always clear what you can do to keep your child safe when using the app. This guide will help you understand the risks and how to protect your child.

### WHAT ARE THE RISKS?

WhatsApp is a world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. It's used by most of us, and it's easy to use. However, it's not always clear what you can do to keep your child safe when using the app. This guide will help you understand the risks and how to protect your child.

### SCAMS

Scammers occasionally send WhatsApp messages pretending to be someone you know, or someone who offers you a prize or a reward. They may ask you to click on a link to win, or to download an app. If you click on a link or download an app, you may be asked to provide your personal information, such as your name, address, and phone number. Scammers may use this information to steal your identity or to sell your information to other people.

### DISAPPEARING MESSAGES

WhatsApp has a feature called 'disappearing messages' that allows you to set a timer for how long a message will be visible. Once the timer runs out, the message will disappear. This feature can be used to protect your privacy, but it can also be used to hide inappropriate content from your child.

### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumors. In India, for example, rumors spread by WhatsApp led to the deaths of several people. It's important to be aware of the risks of fake news and to encourage your child to be critical of what they see on the app.

### ADVICE FOR PARENTS & CARERS

#### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them to WhatsApp, it's still worth making your child's profile safe. This means you should make your child's profile picture and bio private, and you should avoid sharing your child's contact information with anyone.

#### LEAVE A GROUP

If your child is in a group chat that is not theirs, you should consider leaving the group. This means you should remove your child from the group and you should avoid sharing your child's contact information with anyone.

#### EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, you should explain to them how to block the sender. This means you should show your child how to block someone in the app, and you should encourage them to report any inappropriate content.

#### THINK ABOUT LOCATION

If your child needs to use the 'live location' feature, you should think about the risks. This means you should encourage your child to only share their location with people they know and trust, and you should avoid sharing your child's location with anyone.

#### REPORT POTENTIAL SCAMS

Young people shouldn't engage with any suspicious messages, but if they do, you should encourage them to report the message. This means you should show your child how to report a message in the app, and you should encourage them to report any inappropriate content.

#### DELETE ACCIDENTAL MESSAGES

If your child posts a message they regret, you should encourage them to delete it. This means you should show your child how to delete a message in the app, and you should encourage them to delete any inappropriate content.

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## What Parents & Carers Need to Know about MINECRAFT

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been used for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

### WHAT ARE THE RISKS?

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### PUBLIC SERVERS

Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing – encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore a server's location) are easy to find with search engines.

### SCARY ELEMENTS

The visual design and gameplay of Minecraft is pure fun. However, as there's nothing too unfoward in the game, however, some of the features that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio – such as zombie moans and skeleton bone rattles – that may unsettle young ones.

### ADDITIONAL PURCHASES

After initially buying the game, players can make optional extra purchases for cosmetic items and other features. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles do not need an active subscription to enable online play – so online gaming can quickly become quite expensive.

### GRIEFING

Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It can be intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.

### ADDICTIVENESS

Minecraft's gameplay is relatively simple, and the outcome (when a child has built something new, for instance) can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so parents should encourage young players to forget about other activities like homework or enjoying family time.

### ADVICE FOR PARENTS & CARERS

#### RESEARCH CONTENT CREATORS

There are a lots of Minecraft content creators who release helpful videos about the game on YouTube. It's a good idea to research these content creators' channels yourself first to be sure they're good for your child. This also helps you learn more about the game itself, and how your child plays it.

#### ENCOURAGE BREAKS

It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn about time management, which they'll benefit from as they get older. It will also teach them to play more responsible games in moderation – limiting obsessive behaviour and allowing them to manage their day better.

#### CHOOSE THE RIGHT MODE

Selecting 'creative' or 'peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.

#### TALK ABOUT STRANGERS

At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a normal – or in having a plan for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

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# Behaviour at Blanford Mere



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/date on chart ☺</li> <li>After 5 times on GOLD, you will get a certificate from Mrs Cook 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/date on chart ☺</li> <li>After 5 times on SILVER, you will get a GOLD.</li> </ul>	'Above and beyond' your usual standard of individual behaviour, achievement and attitude to learning.
<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> <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. 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>- Being unkind</li> <li>- Moving when you shouldn't</li> <li>- Poor listening skills</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 &amp; fill in behaviour log on Teams!</li> <li>RED sticker in planner</li> <li>5 mins golden time lost on the following Friday</li> </ul>	<p><b>Each RED warning = RED sticker in your planner for parents to sign.</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> - RED sticker in your planner for parents to sign.</li> <li>2<sup>nd</sup> - RED sticker in your planner for parents to sign.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <hr/> <p>0<sup>th</sup> - a RED sticker will be put in the planner for parents to sign. KC to call parents in for a meeting.</p>
<b>GREY</b> <ul style="list-style-type: none"> <li>You will be sent to Mrs Cook or Miss Stanton</li> <li>Your play / lunch times will be limited</li> <li>GREY sticker in planner</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>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.</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>





# GREY

- You will be sent to Mrs Crook or Miss Stanton
- Your play / lunch times will be limited
- GREY sticker in planner
- 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.



## 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 Teams)
- RED sticker in planner
- 5 mins golden time lost on the following Friday

- 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
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- Poor listening skills
- Lack of effort/ focus
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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.

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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 KC to call parents in for a meeting.



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/date on chart ☺</li><li>• After 5 times on GOLD, you will get a certificate from Mrs Crook 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/date on chart ☺</li><li>• After 5 times on SILVER, you will get a GOLD.</li></ul>	<p>'Above and beyond' your usual standard of individual behaviour, achievement and attitude to learning.</p>
<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><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>

# 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 promote good behaviour amongst the children: children are rewarded with stickers, certificates, post cards home and head/deputy awards.
- ▶ 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 & KSI 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, KSI 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.

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 awarded minutes of 5 removal, loss of golden time and get red warning. E.g. you could be 2x minutes of 5 removal 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>	



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 in Mrs Stubbs.</li> <li>• Your play / lunch timer will be limited.</li> <li>• Teacher will date chart &amp; put 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 loss of golden time and get red warnings. Eg. you could lose 20 mins 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*

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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 of 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>	



# 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

# Making an appointment



- 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 Crook.

Some Year 2  
fun to look  
forward to!





- ▶ 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 their learning or a behavioural issue. We work together to resolve issues.





# Finally...

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

We are looking forward to teaching your children this year and working with you to help them develop into independent and confident learners so that they are ready for their next stage of learning.

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, please ask them now or write them in your child's planner. Thank you.