



MEET THE TEACHER

# Who are we?

- Y3 - Mrs Bruce and Mrs Bishop
- Y4 - Miss George, Mrs Hitchcock and Mr Knight

# An average day

- 8.50 gates/ door opens.
- 9.00 Register - If you arrive after this please let the office know.
- 9.05 lessons start reading, handwriting, whole class reading and English
- 10.30 assembly
- 10.45 Break
- 11.00 Lessons Maths
- 12.00 Lunch
- 1.00 – 3.30 lessons
- Geography, History, RE, PSHE, PE, Science, French, Art, Design Technology, Computing, Music.

# PE days

Y3 - Tue and Thurs

Y4 - Mon and Fri

- We ask that PE kits are left in school through the week just in case we need to make a change to the timetable for any reason

# Accelerated Reader

- What is Accelerated Reader (AR)? AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read. AR gives both children and teachers feedback based on the quiz results which the teacher then uses to help the child set targets and ongoing reading practice.
- The children are given a range to read in so that they experience success in their reading.
- Quizzing is done in school and should be done independently to get an accurate picture comprehension. Results are used to guide the support needed in 1:1 reading sessions.

# Additional reading books

## **Reading practice book**

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. This helps them to use their focus to understand the text.
- We will read this three times a week – once to decode, once to focus on prosody and once for comprehension.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

## **Sharing book**

- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

## **Fluency books**

These are chapter books that help children develop the reading speed and fluency needed to become confident and effective readers. These books will stay at school as we want the children to all be reading them together and by this stage, children do not need to re-read for fluency.

# English

- Text based learning
- All units have a text that is unpicked and the children build up their 'writerly knowledge'
- Pupils then learn specific grammatical structures/ use of punctuation etc to support their writing – This is personalised to the class from an elicitation piece
- Shared writing gives pupils a chance to put their learning into practice while being supported by the teacher and each other – creating a class text in the style of the original
- Independent planning and writing
- Editing and redrafting to improve and create their final piece
- Again - the learning builds as we move through the unit and all comes together in a final piece.

# Maths

- Maths mastery – All children are taught together and use different levels of support where needed.
- Use of resources to illustrate concepts is encouraged and there is a lot of discussion about what is the same/ different about concepts
- Builds a deep understanding rather than superficial 'method' learning so that concepts can be applied fluidly and with confidence in new situations
- Support through pre and post teaching and use of resources. Children who are finished are asked to go 'deeper' through a range of activities such as creating their own examples of the concept, creating non-examples.
- Units of work build up the concepts which are broken down into small steps and each lesson builds on the previous one like a brick wall -creating secure foundations.



# Foundation subjects

- History and Geography – bi weekly using the SHF curriculum

History – taught chronologically in KS2 / KS1 starts with self and their own experiences

Geography – Starts with the local area and then moves out to compare and contrast different countries and biomes

- Music – Using Charranga as a supporting resource
- Science Using the SHF curriculum. Balances scientific knowledge with scientific enquiry skills
- French – Using Language Angels as a supporting resource. Lots of work on phonetics of language as well as the grammar/ vocabulary
- PE 2x a week. (1x Achieve for All)
- Computing – following the government approved scheme
- PSHE Using the PSHE association and adapted to contextualise for cohorts and incidents in school
- RE Devon agreed syllabus
- Art – SHF curriculum supported by Access Art
- DT – SHF curriculum supported by DT association




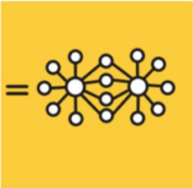
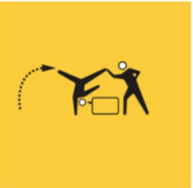


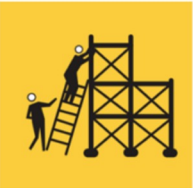


All lessons are planned and shared across the federation and adapted by teachers in school to ensure consistency and a bank of resources that are quality assured centrally within the federation

# The 'how' !

We use Rosenshine's principles to guide our pedagogical principles – how we teach rather than what we teach!

In practice that means that the learning in all subjects builds. Day to day within a unit – across units within a year and across years.

We recall learning frequently so that it is moved from short term memory to the long term memory! The children know this as 'sticky questions'.

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
				
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review
				

# Attendance

- Every moment in school counts and days missed add up quickly. Evidence shows that pupils who have good attendance enjoy better wellbeing and school performance than those who don't.
- The school day is split into two sessions – one session counts as a morning or afternoon spent in school. There are only a few occasions where a child is allowed to miss school, such as illness or where the school has given permission because of an exceptional circumstance.
- However, under the national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.
- From August 2024, the fine for school absences across the country will be **£80 if paid within 21 days, or £160 if paid within 28 days**
- In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160.
- If in doubt – check the site... <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>
- We will keep you informed of your child's attendance and send out letters to alert parents to worrying attendance patterns/ hold attendance meetings and create attendance action plans.

# Attendance

0 DAYS OFF 190 DAYS ATTENDED	100%	★ <b>PERFECTION</b> ★ "EXCELLENT ACHIEVEMENT"
4 SCHOOL DAYS OFF EACH YEAR	98%	<b>IMPRESSIVE</b>
7 SCHOOL DAYS OFF EACH YEAR	96%	<b>NEARLY THERE</b>
9 SCHOOL DAYS OFF EACH YEAR	95%	<b>CAN BE IMPROVED</b> "INCREASE YOUR CHANCES OF BETTER GRADES"
11 SCHOOL DAYS OFF EACH YEAR	94%	<b>NEEDS TO IMPROVE</b>
20 SCHOOL DAYS OFF EACH YEAR	90%	<b>SERIOUS CONCERNS</b> "CLASSED AS A PERSISTENT ABSENTEE" referred to Education Welfare Service
30 SCHOOL DAYS OFF EACH YEAR	85%	<b>RISK OF PROSECUTION</b> "can be damaging to a student's social, emotional and mental wellbeing"
38 SCHOOL DAYS OFF EACH YEAR	80%	

- As you have seen – the curriculum builds and missing some of a unit of work can impact in the moment and on future learning
- In a week children will usually have 5 English, 5 Maths, 2 PE, 5 phonics and/or reading, 5 handwriting lessons, Geography/ History, Art/DT, RE, PSHE, Science, French, Computing, Music... This is a lot to miss! 30 lessons! Not to mention the social aspect of friendship groups changing, evolving, missing out on experiences.
- We do endeavour to fill the gaps for children who are away but this takes time away from other children who may need support in class

# Behaviour

- Restorative approach

‘Restorative conversations’. It involves an approach where a pupil whose behaviour has fallen below an acceptable standard takes part in a conversation with a teacher or other appropriate adult in the school. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has fallen short of this standard and how they can change their behaviour in future.

The conversation should also involve understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their conduct is appropriate.

Critically, it should also involve identifying any barriers that the young person faces in meeting standards of acceptable behaviour and how these barriers can be removed.

This approach is about CHANGING behaviour rather than just punishing.

# Rules and routines

## ◦ Rules and Routines

To ensure consistency of approach and a safe, calm learning environment for all we have 7 underpinning rules and routines

**SHF Manners** Children and adults are expected to thank someone who is doing something i.e. holding a door open. They should respond with "You're welcome". All requests should start with "May I" and end with "please". Children and adults should greet each other with good morning/ afternoon and the response should be the same

### ◦ **3..2...1... response**

◦ "On 3 I want you to ... followed by indication and positive narration of choices. On 2 I want you to ... (followed by indication and positive narration of choices). On 1 I want to see ... followed by indication and positive narration of choices" Children are expected to respond appropriately.

### ◦ **Wonderful walking**

◦ On the left, quietly and carefully, giving each other space. Teacher to lead and wait at set points. Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this)

### ◦ **Engaged learners**

◦ Cold calling used by all teachers, Talk partners , Time for thinking , Expectations to answer , Mistakes are a learning opportunity

◦ **STAR learners** Stay in their seats during learning time/ sit in straight lines on the carpet, Turn and talk during talk partner work, Ask questions, Respect the classroom and everyone in the classroom

◦ **TALK** Talk in sentences Articulate Loud and clear Keep eye contact

### ◦ **Kind hands and feet**

◦ In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children.

# Positive praise

What	When	What for? (Some examples but not limited to!)
<b>Fuzzies</b>	All day, every day	For consistently showing excellent behaviour as above
<b>Positive behaviour time</b>	When the class fuzzy pot has been filled	For consistently showing excellent behaviour as above
<b>Star of the week</b>	Weekly assembly	Outstanding attitude/ learning/ effort/ behaviour
<b>Governors's award</b>	Termly	Being a consistently outstanding member of our school community.
<b>Phone calls home</b>	Weekly	Being nominated for consistently excellent behaviour by their class teacher

# Sanctions

- Warning/ Last chance
- Removal of positive behaviour time
- Moved within class
- Moved to another class
- Alternative playtime may need to be provided in a safe space (this may be in isolation to provide safety to others)
- Sent to SLT
- Possible internal exclusion – i.e. work in office for the day.



# Bullying

**Does bullying happen more often than adults think?**

**Students responded:**

- Yes, so much more than they know
- Bullying happens mostly online
- It happens secretly
- Kids don't tell anyone, and when they do, they tell just part of the story

 **PACER's  
National Bullying Prevention Center.**  
Create a World Without Bullying | [PACER.org/Bullying](https://www.pacer.org/Bullying)

We have an anti-bullying policy with clear steps for recording, monitoring and dealing with cases of bullying.

We report cases to DCC and work with their advisors when needed.

Sadly, as the graphic shows, it may often go unreported. Please do let us know if you are concerned about bullying.

# SEND

- A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.
- A SENCo, or Special Educational Needs Co-ordinator, is the school teacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND).
- Our SENCo is Mrs Ginny French and she is currently with us on a Monday and Wednesday. Please contact us if you have any concerns about progress and/ or feel your child may need more education support.

# Information

- All weekly information will be put on Google Classroom
- If you need your logins again, please contact us! We do not manage Google classroom directly so you will need to bear with us while we wait from a response from our IT providers!

# Home learning expectations

- TTRS (Y4)
- Numbots (Y3)
- Spellings
- Reading
- Additional research projects and activities which support learning in class

# Google Classroom

## Logging on (This information will be emailed to you!)

- Each pupil has a unique username to log onto their google classroom.
- The username and password will have been supplied by the teacher.

## Step 1

- Open your internet browser and go to the google homepage. Click sign in.

## Step 2

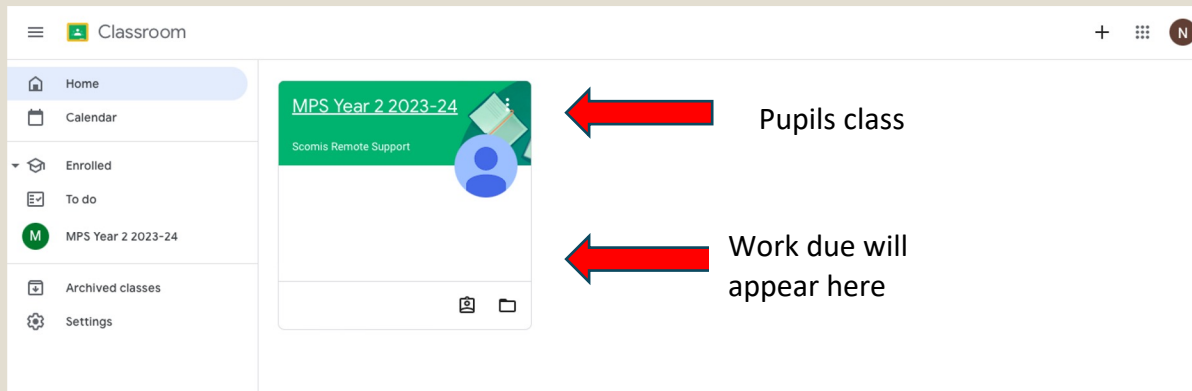
- Enter your pupil's username and password.
- Username – Year starting Modbury followed by first name and then initial of surname. e.g – 16johns
- All usernames are @southhamsfederation.org.uk
- [16johns@southhamsfederation.org.uk](mailto:16johns@southhamsfederation.org.uk)
- If you are already signed in on a different google account, you will need to choose the **add account** option.

# Google classroom

## Step 3

Click on the waffle next to the sign in button and click on google classroom.

If this doesn't appear, type google classroom into the search bar and click sign in.  
You should then see this page -



# Google Classroom

## Step 4

- When you click on the class, you will be taken to this screen, showing any class announcements, work due and calendar.

The screenshot shows the Google Classroom interface for the class 'MPS Year 2 2023-24'. The interface is divided into a left sidebar and a main content area. The sidebar contains navigation options: Home, Calendar, Enrolled, To do, MPS Year 2 2023-24 (highlighted), Archived classes, and Settings. The main content area has tabs for Stream, Classwork, and People. A green banner at the top of the main area reads 'MPS Year 2 2023-24'. Below the banner, there is an 'Upcoming' section with a message: 'Woohoo, no work due in soon!' and a 'View all' button. To the right of this is an 'Announce something to your class' input field. Below the announcement field is a post from 'Freya Small' dated '18 Sept'. The post content is: 'We are going to be recapping Year 1 key words and phonics each week. Here are the spellings we are looking at this week. They will be tested on Friday, we will be practicing every day in school.' Below the post is a table of 'Graphemes', 'Spellings', and 'Tricky words'. A red arrow points from the text 'Classwork due or completed' to the 'Classwork' tab. Another red arrow points from the text 'Quick view of what work is due' to the 'To do' item in the sidebar. A third red arrow points from the text 'Announcements and communication' to the announcement section.

Classwork due or completed

Quick view of what work is due

Announcements and communication

Graphemes			
ay	a-e	ea	e

Spellings			
play	made	sea	fever
tray	game	treat	secret

Tricky words			
they	sure	pure	said

# Google Classroom

## Step 5

When completing and handing in work, it will save automatically, so the pupil will just need to choose the **turn it in** button. For more detailed guidance on this please follow the link - [https://youtu.be/lgS-hoSljnw?si=N\\_JwW8Lzx1B5IAyR&t=210](https://youtu.be/lgS-hoSljnw?si=N_JwW8Lzx1B5IAyR&t=210)



# Trips and Experiences

- Year 3 and 4 play
- Trip to the RAMM at Exeter
- Y3 Forest and Beach
- Y4 Snooze at the Zoo
- Local trip
- Numerous visitors to the school. We always welcome people to share their knowledge and experience.
- Voluntary funded however, can only go ahead if we get enough people signing up!