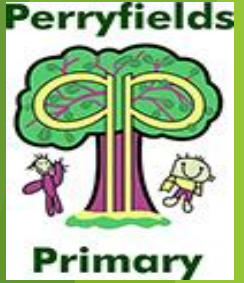


# Welcome to Perryfields Primary School.

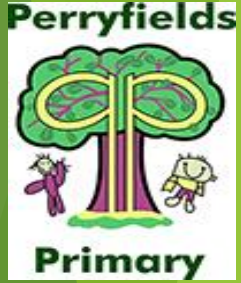


► Growing and Learning Together

# Introduction to our Senior Leadership Team

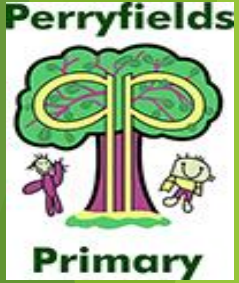
- ▶ Head teacher                      Mrs Jones
- ▶ Deputy Head                      Mr Spittle
- ▶ Inclusions Manager              Mrs Jinks
- ▶ Early Years Lead                Mrs Rudge
- ▶ English Lead                      Mr Billings
- ▶ Maths Lead                        Mrs Houghton
- ▶ Teaching & Learning          Mrs Bates
- ▶ Support Staff Lead              Mrs Jinks
- ▶ Family Link                        Mrs Bryan/Miss Maskell
- ▶ Please see our school website for all staff names and subject responsibilities.
- ▶ Any concerns about your child please arrange to speak to or meet your class teacher first.

# Our School Governors



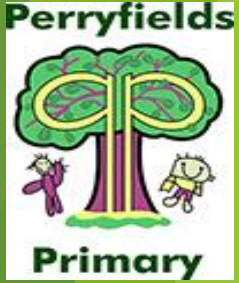
- ▶ We have a very committed group of Governors who work hard to support Perryfields. The new Chair of Governors will be announced in the new academic year.
- ▶ Parent Governor vacancies do arise from time to time. If you are ever interested, in becoming a Governor please speak to Mrs Jones or Mr Spittle.
- ▶ Our current Vice-Chair of Governors is James Beckingham

# Contact Details



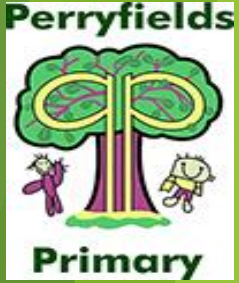
- ▶ At the beginning of every new school year we send home paper copies of the Contact Forms that we hold securely in school. This includes all of the important information that we hold on SIMS including addresses, telephone numbers, medical information etc
- ▶ It is vital that you check the accuracy of the information and return it to school without delay.
- ▶ If we have no updated contact details for your child this means that in the event of any real emergency, we have no means of contacting you.

# Consent for Photographs



- ▶ With the changes to the Data Protection Act 2018 (GDPR) we need to have your consent to take your child's photograph.
- ▶ As part of our evidence for learning, staff in school take photographs of individual children and groups which are then placed in exercise books. We do not use these pictures elsewhere unless we have your full consent to do so.
- ▶ With this in mind we have clarified the consent sought for photographs so that parents/carers are fully informed.
- ▶ Please make sure that you read the Consent for Photographs letter when it is sent out in September and return it as soon as possible.

# Our PTFA



- ▶ Over the last few years we have tried to encourage and engage with parents in order of restarting our PTFA. In the past, the PTFA have organised a range of events to raise much needed funds to improve the quality of our school environment and resources.
- ▶ If you would be interested and could spare some time, we would love to hear from you. We really need your help and support if the PTFA is to develop, grow and continue. If you are interested please contact Mr Spittle.
- ▶ Thank you in advance.

# Class Charts

## Positively Promoting Learning

Class Charts is used to monitor the learning behaviours of pupils. It instantly reinforces the choices that pupils make, recognising both positive and negative behaviours that have been displayed in school.

Parents are invited to engage with Class Charts so that, as soon as a point has been issued, they are notified, enabling them to have a supportive conversation about their child's positive achievements or negative behaviours.

**Positive Learning Behaviour Points endorse the School Values.** As a guide:

1 Point	Good work - On task - Classroom Expectations - Collaboration - Good Listening - Homework - Managing distractions - Prepared for the day - Right place, right time - Good progress
2 Points	Kindness - Caring - Good Manners - Helpful - Respecting our environment - Positive engagement in lessons
3 Points	Courage - Perseverance - Positive attitude

# Class Charts

## Positively Promoting Learning

### **Rewarding Positive Learning Behaviour Points**

Positive Behaviour Points accrue to allow pupils to choose treats and rewards from the Class Charts Shop.

The School Council is encouraged to develop the system of rewards and they will review it termly to include any new ideas and incentives that have been recommended by their peers.

### **Praise Assembly**

All the efforts and achievements of its pupils, both in and out of school, are recognised during Praise Assembly every week.

### **End of Term Assembly**

Pupils who have consistently made good choices are recognised in assembly and presented with a certificate.



# Class Charts

## Positively Promoting Learning

### Supporting Behaviour Recovery

All behaviour choices are recorded on Class Charts, offering an opportunity for pupils to develop independence to make right choices, encouraging change if needed. This is achieved through a recovery process.

<b>STEP 1</b>	<i>Before a negative behaviour point is allocated, staff will address pupils and always give one opportunity for them to put things right and show responsibility.</i>
<b>STEP 2</b>	<i>If the negative behaviour continues after a member staff has given warning, this is viewed as disrespectful and a negative behaviour point will be allocated on Class Charts.</i>
<b>STEP 3</b>	<i>When a negative behaviour point is allocated on Class Charts, pupils are given a final opportunity to recover by showing resilience and responsibility, noticeably turning their behaviour around. This can mean that the negative behaviour point might be deleted by the end of the day. However, this does depend upon the severity of the behaviour, measured by its point weighting.</i>

# Class Charts

## Positively Promoting Learning

### Negative Behaviour Points

Depending upon the severity of the negative behaviour, a **lunchtime detention** will be issued, which are supervised by the Senior Leadership Team, who give pupils an opportunity to reflect upon their behaviour. It is likely that a lunchtime detention will be given to behaviours that score 2 or 3 negative points.

Class Charts notifies parents and the Senior Leadership Team in real time. Such monitoring enables parents and school to determine whether additional support is needed for a pupil experiencing continuing negative behaviours.

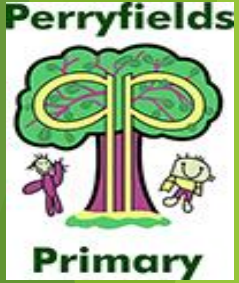
### Unacceptable Behaviours

If a behaviour is determined as unacceptable, Class Charts sanctions may need to be bypassed and a fixed term exclusion or permanent exclusion may be appropriate. Please refer to the Behaviour and Discipline Policy (published on the school website) for full guidance.

# Our School Website and Class Blogs

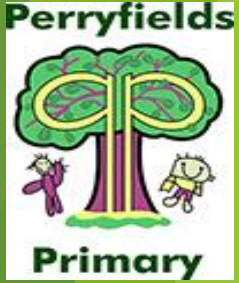
- ▶ The school website promotes everything Perryfields. Here you will find important information. Everything from newsletters, policies, procedures, calendar dates, trip information, lunch menu's and a lot more. Please take the time to take a look.
- ▶ Class Blogs
- ▶ Each class has a 'Class Blog' on the website, which provides lots of curriculum information, homework, daily lessons, photographs and a lot more. Please take a look and feel free to add a comment. If you want to know what your child has been learning, the best place to visit is their Class Blog.

# On-line Safety



- ▶ This is a real priority - particularly as we are often faced with incidents that could potentially place children at risk.
- ▶ In the meantime please take [a look at the on-line safety leaflet on the website](#) for information. Please take time to watch the links as they are very informative.
- ▶ The best advice is to always be the POS (parent over shoulder) so that you are fully aware of your child's online activity. From experience most of the incidents have occurred when the child has been left to access their devices when not in the presence of a parent/carer.

# Social Networks



- ▶ Children attending Perryfields Primary should not have access to Facebook, Instagram, Tik Tok or other similar sites. The minimum age is 13 years old.
- ▶ We also ask that parents/carers refrain from using social networking sites to share any school-related concerns/issues. We have excellent lines of communication which are available to all parents/carers. Please make use of them to keep us informed of any issues that might be concerning you.

# Attendance and Punctuality - we need your help and support!

- ▶ Our attendance target is 96% which takes into account the fact that pupils are occasionally ill.
- ▶ However, there is a growing number of pupils who are not brought to school by parents on a regular basis and therefore the children have poor attendance. We need you to work with us to improve our attendance overall.
- ▶ Please note that holiday leave during school term is generally not authorised unless there are exceptional circumstances. Sadly, we have a growing number of parents who feign illness to avoid being issued a penalty notice for taking unauthorised holiday during term time. Please be honest from the start as the children do like to talk about their experiences. If we have reason to believe that this is the case, the absence will not be authorised.
- ▶ Punctuality is also very important to ensure the best possible start to the day. Being **late** for school reduces learning time and if your child is 5 minutes **late** every day, they will miss three days of learning each year. An average **attendance** of 80% or less across a child's school career adds up to missing a whole 2 years from school.

# Year group expectations

- ▶ Ordinarily (pre COVID19) we would at this point be sharing the objectives for Year 6. However, since the children have missed HALF of the current academic year... we will need to continue their learning from the point at which formal schooling stopped.
- ▶ We fully appreciate all the support that parents have given their child through home schooling but are aware that not all experience will have been the same for all children.
- ▶ With this in mind, upon return in September, we will assess your child's emotional and academic needs aiming to address any gaps in their learning. This will require the teachers to plan and deliver lessons based not only the current learning objectives but also the previous.

# Knowledge Rich Curriculum (KRC)

## The basic principles of our KRC are:

- ▶ 1. Learning is a change to long-term memory. To support this we at Perryfields enable pupils to retrieve and practice key facts and make links to previous learning and knowledge.
- ▶ 2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.



# Knowledge Rich Curriculum (KRC)

## Curriculum drivers shape our curriculum breadth.

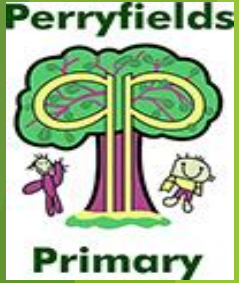
- ▶ They are derived from ongoing research, an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values.
- ▶ They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.

## Our drivers are:

- ▶ Vocabulary Enrichment (supported through reading and KRC (Theme))
- ▶ Building Learning Power (BLP)
- ▶ Community Links/Experiences/Opportunities

# Year 4 Expectations

- ▶ Uniform
- ▶ Homework
- ▶ PE kits
- ▶ Being prepared for the day - spelling book, reading records and books, water bottles and healthy snacks
- ▶ Incomplete work - defiance - behaviour recovery



# Reading

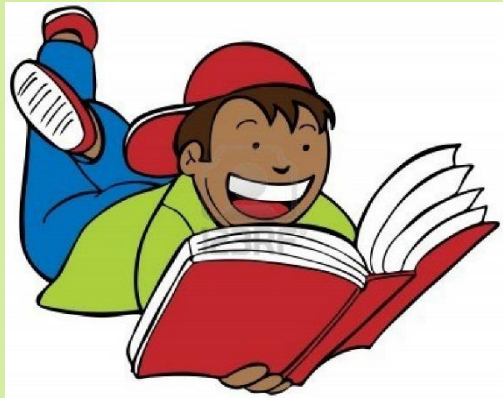
- ▶ Success in reading is fundamental to becoming a successful learner.
- ▶ It is not a performance or a race to the next book or band colour.
- ▶ It is not a test.
- ▶ Reading is all about enjoyment, learning and developing understanding about the world around us.



## Comprehension

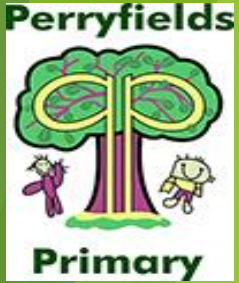
- ▶ Being able to read the words does not necessarily mean you understand what you have read.
- ▶ Your child might sound like a good reader but may not necessarily understand what the text means.
- ▶ The best way to develop understanding is to talk about texts.

# Reading



## The Teaching of Reading in School

- Shared / paired reading
- Whole class teaching of reading - VIPERS
- Independent reading
- Reading for pleasure
- Focused reading activities - VIPERS
- Reading across the curriculum
- Class novels, stories and poems

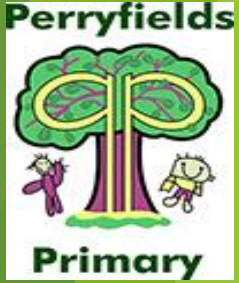


## The Teaching of Reading at Home

- Should be fun and enjoyable
- Share a book for at least 15 minutes a day and TALK about them  
Sit and listen - don't do chores whilst your child is reading  
Explain the meaning of new words  
Check their understanding of what they have read by asking lots of questions
- Boys need to see that reading is something men do



# Writing



## KS2 Terminology (needs to be known by the children)

Year 3:

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4:

Determiner, pronoun, possessive pronoun, adverbial

## Writing

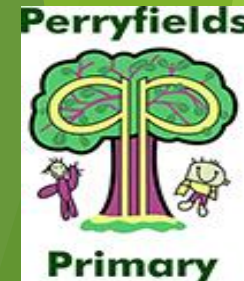
# KS2 Punctuation

(to be taught, learnt and consolidated in following years)

Years 3 and 4:

- using commas after fronted adverbials [Amongst the trees, ....]
- place the possessive apostrophe accurately in words that are singular and in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- using and punctuating direct speech.

# Writing



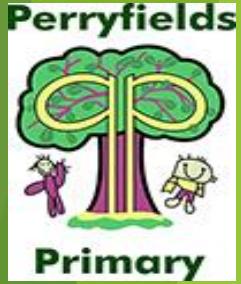
## KS2 Sentence Structures

Years 3 and 4:

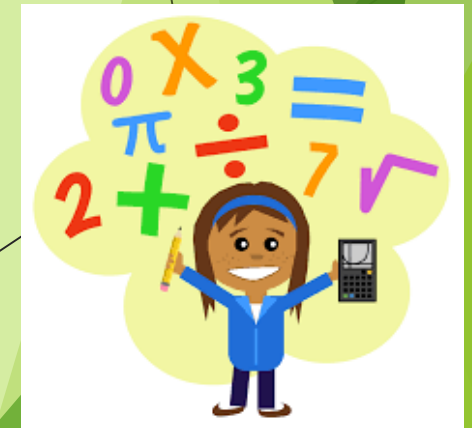
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, despite, nevertheless
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials [Under the moonlight, ...]



# Maths

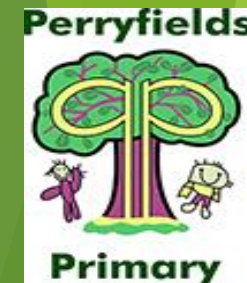


- ▶ Builds on concepts taught in Year 3 but in greater depth
- ▶ Lessons focus on fluency, reasoning and problem solving
- ▶ Differentiated tasks to address all learning needs
- ▶ Times tables clubs
- ▶ Teaching of life skills such as time/ measure throughout the day



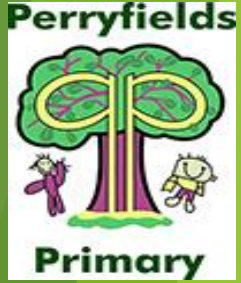


# Times tables test



- ▶ National times table test in June 2020
- ▶ Tests all the times tables - up to  $12 \times 12$ , more emphasis on 6,7,8,9, 12 times tables
- ▶ Online test taking about 5 minutes
- ▶ 25 questions, 6 seconds per question
- ▶ Time to practise test format before the actual test
- ▶ Results to inform school of performance - no pass mark
- ▶ Tools to help with times tables

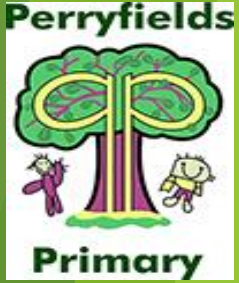
# How I can help my child?



- ▶ Practise times tables and number facts regularly
- ▶ Notice the maths around you and discuss
  - ▶ Shopping
  - ▶ Cooking
  - ▶ Travelling
  - ▶ Time
- ▶ Play games
- ▶ Online games

# Websites to help

- ▶ [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
  - ▶ Username: first 4 letters of first name and surname
  - ▶ Password: 123, school password: cklt
- ▶ [www.mymaths.co.uk](http://www.mymaths.co.uk)
  - ▶ Username: fields
  - ▶ Password: nine
- ▶ [www.timestables.co.uk](http://www.timestables.co.uk)
- ▶ [www.mathschase.com](http://www.mathschase.com)
- ▶ [www.purplemash.co.uk](http://www.purplemash.co.uk)
- ▶ [www.transum.org/software](http://www.transum.org/software)
- ▶ [www.mathsisfun.com](http://www.mathsisfun.com)

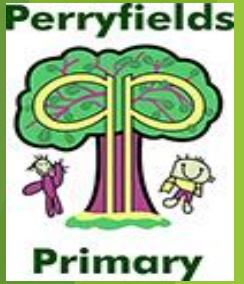


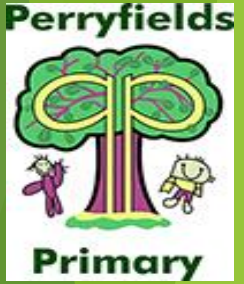
# Building Learning Power

- ▶ Children encouraged to use 4 R's to help them become independent learners
- ▶ Resourcefulness
- ▶ Resilience
- ▶ Reciprocity
- ▶ Reflectiveness

Also...

- ▶ After School Clubs
- ▶ Boosters to start October
- ▶ P.E. /Forest School
- ▶ Educational visits
- ▶ Workshops
- ▶ Website for information





Thank you