

Meet The Teacher - Year 4/5




Rhinos

Who are the adults in my child's class?

<p>Rhinos</p>	<p>Teachers: Miss Watts (Monday, Tuesday and Wednesday afternoon) Mrs Boshier (Wednesday morning, Thursday, Friday)</p> <p>Teaching Assistants: Mrs Kent and Mrs Braybrooke</p>
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Timetable:

- Each class has a slightly different timetable – Usually, Guided Reading, English and Maths will take place each morning. Foundation subjects straddle lunch time.
- PE days – Wednesday and Friday (weather permitting).
- Teacher planning and preparation time (PPA) is covered by Mrs Bradley (Music) and Mrs Brown (RE and other subjects as required).

	8.45 -9.00	9.00 -9.20	9.20 -10.15	10.15 -10.30	10.30 -11.30	11.30 -12.30	12.30 -1.15	1.15 -1.20	1.20 -1.35	1.35 -2.35	2.35 -2.45	2.45 -3.00	3.00 -3.10
Monday	Registration	Guided Reading	Maths	Break	English	PSHE/Computing	Lunch	Registration	Spellings / Multiplication	Music 2-2:45	Maths Games / Eyes	Collective Worship	Reading / Home
Tuesday	Registration	Guided Reading	Maths	Break	English	Art /Computing	Lunch	Registration	Spellings / Multiplication	Topic	Maths Games / Eyes	Collective Worship	Reading / Home
Wednesday	Registration	Guided Reading	Indoor PE	Break	Maths	RE	Lunch	Registration	Spellings / Multiplication	English	Maths Games / Eyes	Collective Worship	Reading / Home
Thursday	Registration	Guided Reading	English	Break	Science	Science	Lunch	Registration	Spellings / Multiplication	Maths	Maths Games / Eyes	Collective Worship	Reading / Home
Friday	Registration	Guided Reading	Maths	Break	English	RE	Lunch	Registration	PE	MFL	Maths Games / Eyes	Collective Worship	Reading / Home

Assessment:

- Throughout the year there will be formative and summative assessment of the children across the curriculum. These judgements will be moderated internally, by Subject Leaders and within the cluster.
- The evidence gathered will show that your child is working within one of the following:
 - Pre Key stage
 - Working towards age related expectations (WTS)
 - Working at age related expectations (ARE)
 - Working at greater depth (GDS)

Differentiation:

- During lessons, children will be given a suitable level of challenge. This will depend on their understanding and confidence in that particular lesson and they can choose to move between the levels and we encourage them to challenge themselves.

Depth of learning





Marking and Feedback:

Children's work is marked through a combination of teacher marking (both 'live' in lesson and after lesson), peer assessment and self assessment.

The aim of our marking codes is to be recognisable and purposeful.

MARKING CODES

	Green for growth and improvement
	Tickled Pink - Positive
©	Challenge
e	Editing and improving
Ⓞ	Guided Group
sp	Spelling
P	Punctuation
?	Your sentence doesn't make sense!
^	Missing word
//	New paragraph or line needed
I	Independent
PL	pen licence point

Presentation Expectations

:

- All children are able to earn their pen licence. Once they achieve it, they will complete their written work in handwriting pen.
- We have high standards for presentation and children will be expected to complete all work in their books to the best of their presentation ability.

Writing Assessment:

- Writing is assessed by the teachers throughout the year and will be moderated within the team as well.
 - For a guideline to expectations of writing then you can find examples of the different levels of exemplification:
 - <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>
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Reading:



Accelerated Reader is used for monitoring at home reading and assessing reading levels.

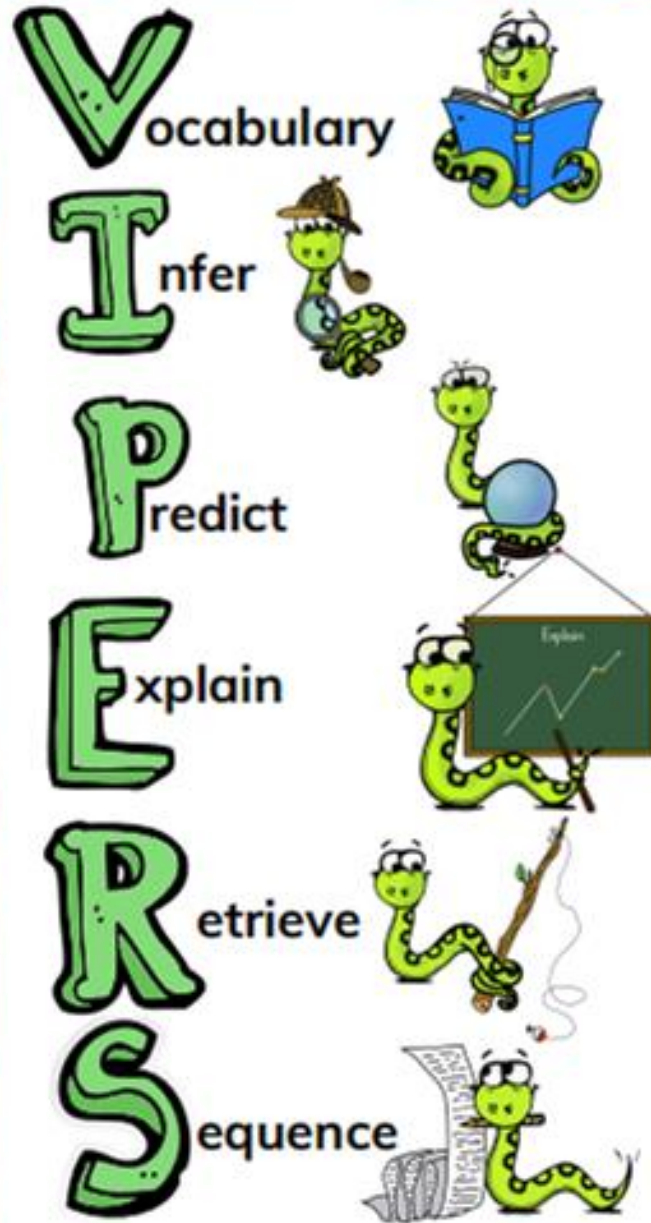


Each child will have a baseline assessment to give them a reading range and they will then be able to choose books from there.



At the end of each book, they will have an opportunity to take a quiz on the book they have finished.

Reading Vipers:



Reading at Home:



ONCE BOOKS ARE ALLOCATED IT IS EXPECTED THAT THE CHILDREN ARE READING AT HOME – LITTLE AND OFTEN IS BEST.



GUIDED READING IN SCHOOL - THIS WILL BE A MIXTURE OF BOTH WHOLE CLASS AND FOCUSED GROUP TEACHING WITH TARGETED OUTCOMES TO ACHIEVE.



A LOVE OF READING - WE WANT TO DEVELOP THIS FOR ALL OF THE CHILDREN AND IS SOMETHING THAT IS VERY IMPORTANT GOING FORWARD.

Maths:



Maths is taught every day with a range of different lessons varying from practical based learning to reasoning and problem-solving activities.



Developing a firm foundation of knowledge of concepts is very important within the recovery curriculum and we will be working hard to ensure this.

Times Tables and Arithmetic:

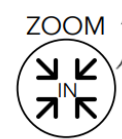
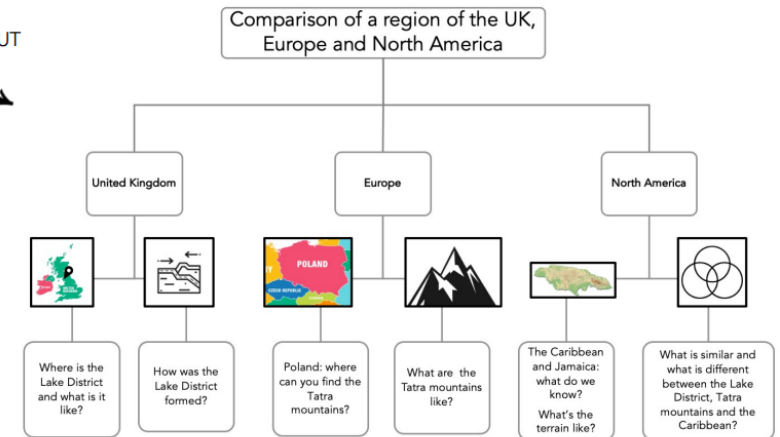
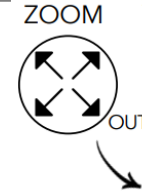
- In order to develop this foundation of knowledge, a contributing factor in this is times table knowledge and arithmetic recall.
- Times Table Rockstars - each child has been given their TT Rockstars password and this can be used at home.
- Arithmetic practice weekly.

Curriculum navigation



Find a large version of this in the resource section at the end of this Learning Module.

Share the big ideas that you will be studying.



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

The big idea

Comparison of a region of the UK, Europe and North America.

We are using the CUSP curriculum to enhance our skills and vocabulary.

Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency

wither	become dry and shrivelled
dormant	alive but not growing
mature	fully grown
bulb	rounded base of the stem of some plants
anchor	to fix firmly in position
sustain	keep something going over time

Tier 3 subject specific

germination	when a seed starts to grow
perennial	living for several years
carbon dioxide	gas absorbed by plants
glucose	simple sugar used for energy by plants
clone	make an identical copy from the cells of a living thing

Behaviour and Expectations:

- Policy
- Faces
- Positive Praise
- Dojo
- PE wear and behaviour
- Parental routine at drop off and pick up
- Social media
- Any questions please Dojo and a timely response will be provided
- Homework- Spellings, times tables and reading

Sutton School Values and Vision:

As a Church of England School, we share many values but three that underpin our work at Sutton CE (VC) Primary School are:

Safety

Trust

Respect

Integrity

Valued

Excellence



Sutton School Rules:

The School Rules are:

Be Ready

Be Respectful

Be Safe

Rewarding the Positive:

- We are now only using Dojo for communication and children will not receive Dojo points.
- Children will be rewarded with house points for going above and beyond the behaviour expectations. They will also be given for positive behaviour both in and out of class, such as engagement in learning, good manners, good listening, kindness to others.
- We have weekly celebration assemblies focusing on a value that links with collective worship and our whole school approach.

Change your words, Change your MINDSET!

I give up

I'm not smart.
I can't do this

I'm awesome at this

I made a
mistake

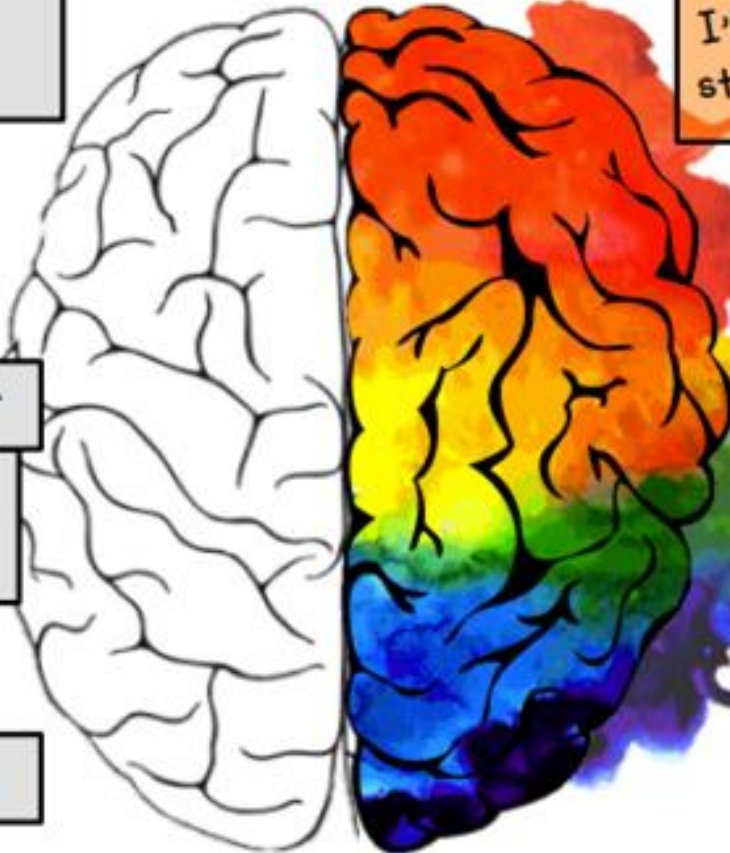
I can't make this any better

I'm not good at
math

I'll never be as
smart as him/her

This is too hard

PLAN A didn't
work



What am I missing?

I can't do
this...yet!

I'll use some of the
strategies I learned

I'm on the right
track

Mistakes help me
improve

Is this really my
best work?

I'm going to train
my brain in math

I can always improve,
I'll just keep trying

This may take some
time and effort

Staged approach to behavior:

- In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy
- Small one off behaviour issues (unsocial behavior): A verbal reminder
- Persistent unsocial behaviour becomes an antisocial behaviour– consequences for the behavior (taken from the behavior policy) discussed with parents over the phone or in person, if not possible the parent will be contacted via class dojo or emailed
- More serious unforeseeable or dangerous behaviours - SLT will contact with parents and consideration of a risk management plan.

Communication:



- School newsletters
- Dojo
- MCAS
- Website
- Arrange a teacher meeting through the office (virtual or at a distance)

Birthdays:



- This year we will be strictly observing the school policy of birthday book donation
- When it is your child's birthday, we politely request that you donate a book that your child's loves to the school. The book will be read aloud in class and will subsequently be labelled with a special birthday sticker and placed in our lovely library or class book corner.
- Alternatively, your child can bring in their favourite book for a read aloud and then take it home at the end of the day. Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

Supporting your child at home:

Read to your
child

Read with
your child

Have your
child read to
you

Read a book
alongside
your child

Spellings

Times tables

Thank you

