

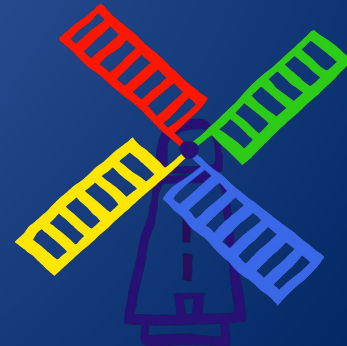
Widmer End Community Combined  
School

# Meet the Teacher

Year 3

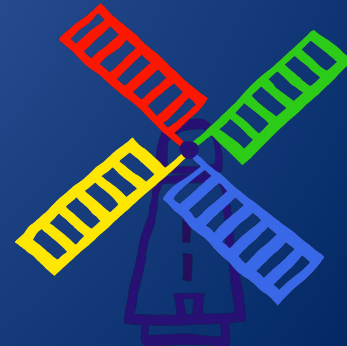
Ms Atkins

September 2024



# Overview

- Staff
- Expectations
- Class rules and behaviour
- Maths, English, Reading, Home Learning, Spelling
- Home learning
- Assessments
- SEND / pastoral
- Pupil premium
- Trips and sport events
- Class representative
- Other matters
- Questions



# Adults working with Year 3

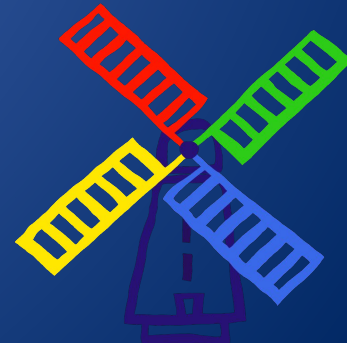
Ms Atkins (Tuesday - Friday)

Mrs Larcombe (Monday)

Mrs Ross-Wood (PPA cover)

Mrs Saha (Learning Support Assistant)

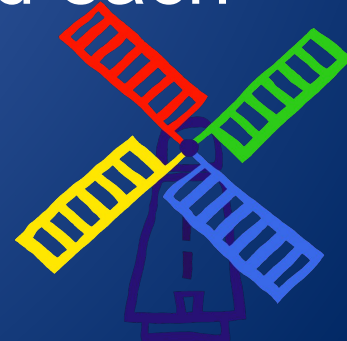
Miss Dodd (Student teacher - after half term)



# Expectations



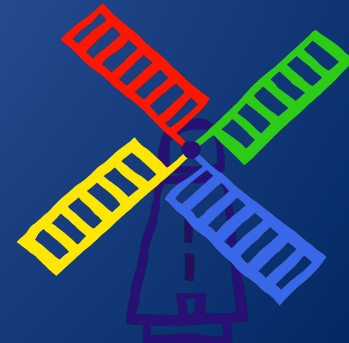
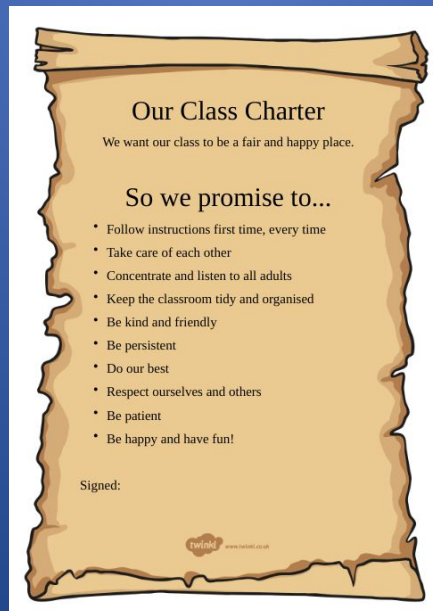
- Positive attitude to learning and behaviour
- Working with our positive behaviour policy
- Being equipped for learning every day
- Home learning
- Attending to our values (unity, respect, courage, kindness, curiosity and trust)
- Growth mindset
- Supportive relationships
- Understanding and empathy for self and each other



# Class charter

A class charter is a set of rules, promises or guidelines that children and teachers have all agreed on for the classroom. They're created to help children understand that they have certain rights in the classroom.

The purpose of the charter is to give all members of the class a voice through which a mutually agreed upon set of standards and expectations are achieved. Pupils decide on the rights which they think are most relevant to their class and sign the agreement for how they will respect these rights.





# Behaviour

<https://tinyurl.com/mvhywirs>



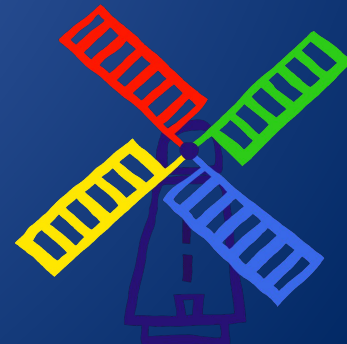
Step	Behaviours	Who has overall responsibility for dealing with this type of behaviour?	Action
1	Leaving desk without permission Refusing to complete work Choosing to do another activity other than the one set Calling out/talking to friends Not following instructions Playing with equipment Saying unkind things to others (before a warning).	Class teacher with the support of the LSA.	Member of staff to speak with the pupil about school values and decide on consequences E.g. If refusing to complete work, <u>pupil</u> should complete in their own time, if unkind to someone then a letter of apology. A quick informal chat with parents at the end of the day may be needed.
2	Continued interruptions from stage 1. Lying Damage to property or others' work Refusal to carry out an adult's request after a warning. Saying unkind things to others, after a warning. Damaging their own work or property purposefully. Leaving the classroom without permission. Swearing. Answering back. Pushing into someone on purpose or encroaching on someone's personal space to intimidate.	Phase Leader - NB: parents must be informed of <u>behaviour</u> by Phase Leader via a phone call home. The class teacher must record on CPOMS.	Reflection sheet Letter of apology Miss some break time Catch up on missed work in their own time.

3	Repeated interventions at Level 2 Leaving the school building Repeatedly disrupting others' learning. Throwing small equipment Spitting (unless this is SEND related and part of ongoing pattern of <u>behaviour</u> already being addressed) Scratching /hair pulling/pinching Biting Kicking Fighting Punching Throwing furniture Physical or verbal intimidation/bullying (please also refer to separate policy on bullying) Pushing aggressively	Deputy Head/ Pastoral lead  Class Teacher to record on CPOMS - SLT to add actions after discussion with parents	Phone call home to parents Meeting arranged to discuss <u>behaviour</u> concerns. Consequences as above - letters of apology, missing break/lunch, internal exclusion - if <u>behaviour</u> is repeated then escalate to level 4.
4	Repeated interventions at Level 3. Serious assault on another child or adult. <u>Sexualised behaviours</u> Possession of a weapon or illegal substances. Homophobic or racist incident.	Headteacher  Class Teacher to record on CPOMS - Headteacher to add actions after discussion with parents	Contact parents for <u>behaviour</u> or reintegration meeting Internal suspension External exclusion  Involve external agencies where persistent disruptive <u>behaviour</u> takes place.

# Behaviour

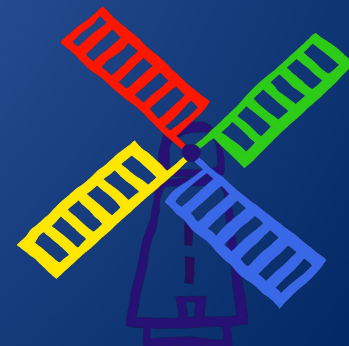


- Positive behaviour, reflective and restorative practices
- Reflect and restoration in break and lunch times
- Use of Zones of Regulation
- Good attendance crucial
- Appropriate use of ICT
- Kindness and respect
- <https://www.widmerend.bucks.sch.uk/policies-privacy/>



# Maths

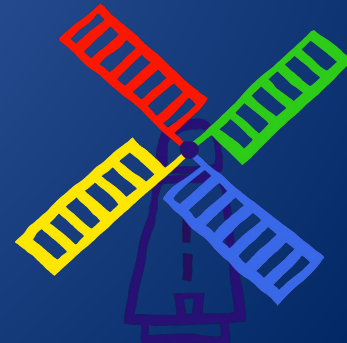
- Following mastery approach (Power Maths scheme)
- Fluency (arithmetic)
- Problem solving and reasoning
- Times tables and number bonds instant recall / essential skills - Cracking Times Tables
- Home learning
- Links to everyday life
- 1 hour a day / plus 15 minute maths meeting / plus additional where need identified





# English

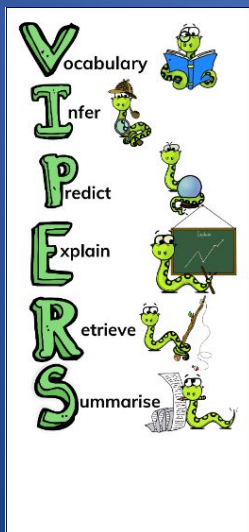






- Reading leads to writing success
- Handwriting expectations and practice
- Spellings (EdShed) KS2 HFW
- Immersive writing - links to topic much of the time
- Writing, edit and redraft, publish
- SPaG
- 1 hour daily plus practice opportunities in other subjects (topic / science)
- Writing policy

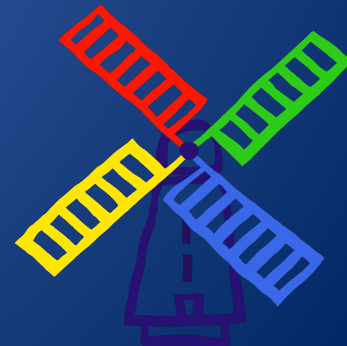




# Reading

- Daily reading opportunities in school (English / Topic / Science / Maths and class reader)
- Guided reading 30 minute sessions = 4 x wk
- Library = 1 x week (Monday)
- VIPERS skills

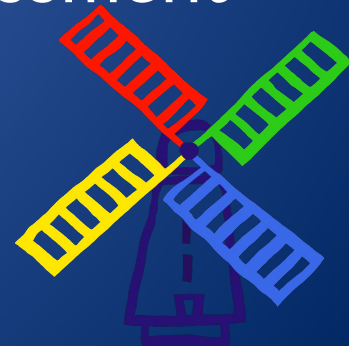
 <p><b>V</b>ocabulary <b>I</b>nfer <b>P</b>redict <b>E</b>xplain <b>R</b>etrieve <b>S</b>ummarise</p>	<p><b>V</b>ocabulary</p>  <p>Draw upon knowledge of vocabulary in order to understand the text.</p>	<p><b>I</b>nfer</p>  <p>Make inferences from the text.</p>	<p><b>P</b>redict</p>  <p>Predict what you think will happen based on what you already know.</p>
	<p><b>E</b>xplain</p>  <p>Explain your preferences, thoughts and opinions about the text.</p>	<p><b>R</b>etrieve</p>  <p>Find information in the text.</p>	<p><b>S</b>ummarise</p>  <p>Summarise the main ideas from more than one paragraph.</p>





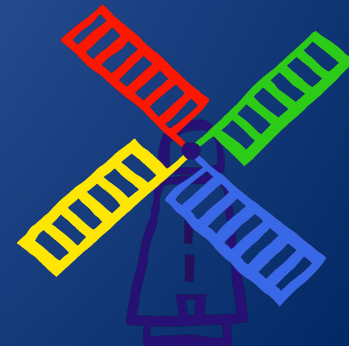
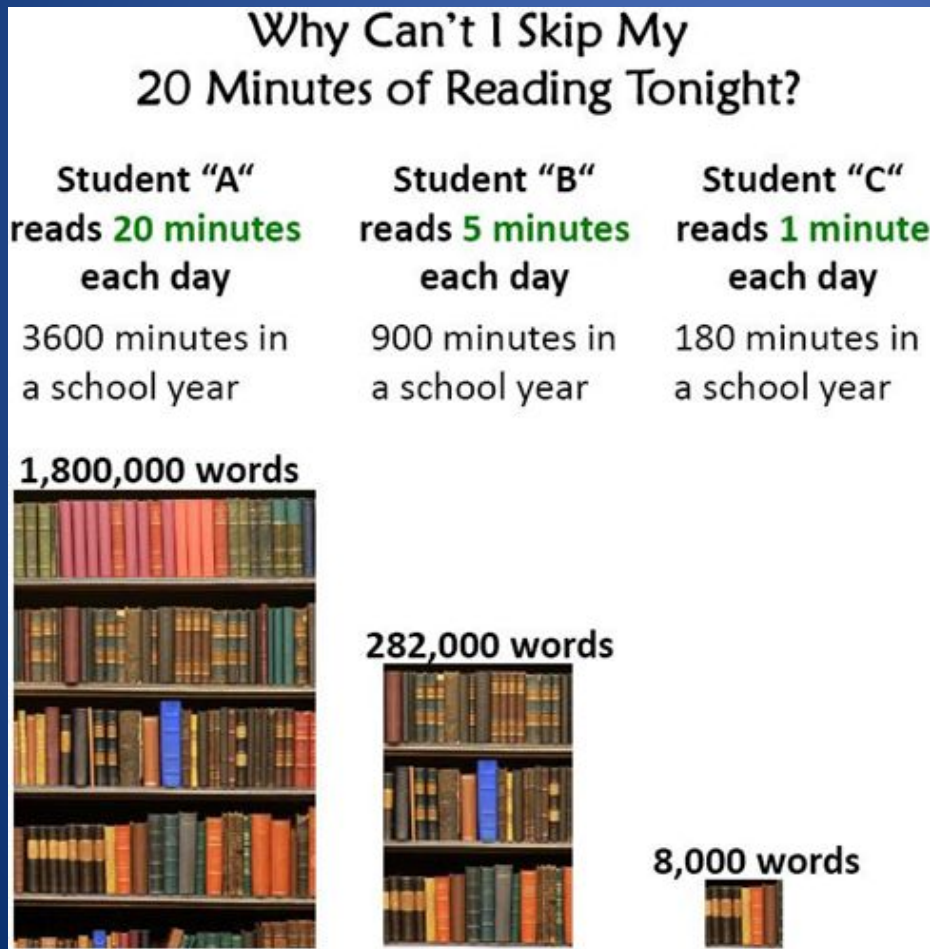
# Reading

- Recommend about 10 - 15 minutes every day but a minimum of 3 x week (log in planner - please sign weekly)
- 2 books weekly - reading books and library book - both changed on a Monday (if it's a long book and it's not finished, please write a note in the planner and it can be kept an extra week)
- School reading books and planners should be brought into school daily - needed for assessment and AR



# Reading

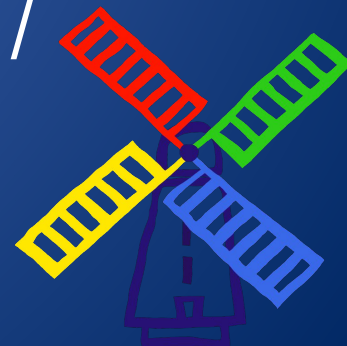
Which student would you expect to have a better vocabulary?





# Spelling

- Spellings on Spelling Shed from Tuesday - paper copy in homework book on Weds.
- Full list on class pages on the website.
- Weekly spelling test (Monday)
- Reinforcing KS1 HFW
- Working on KS2 HFW
- 'Words of the day / week'
- Spelling rules and patterns embedded
- Taught immersively within lessons
- Notice spelling patterns when reading / writing



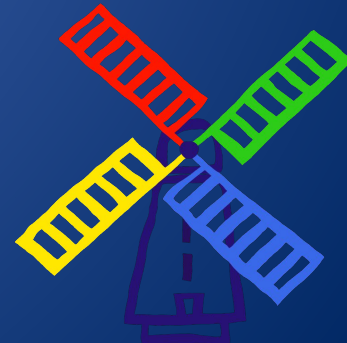


# Home Learning

- [https://primarysite-prod-sorted.s3.amazonaws.com/widmer-end-school/UploadedDocument/9b4236a6-34d3-4367-965e-dbace46f029c/wec-\\_home-learning-policy-22\\_23-2.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/widmer-end-school/UploadedDocument/9b4236a6-34d3-4367-965e-dbace46f029c/wec-_home-learning-policy-22_23-2.pdf)

## Lower Key Stage Two (Year 3 & 4)

- Spelling practice (Spelling Shed) and written sentences in home learning book provided (purple)
- Times tables practice
- Maths or English task eg; Active Learn or worksheet
- Reading at least 3 x per week
- Please support your child and ensure all homework is completed and handed in on time (**Monday**).



# Spelling homework

Write the word 3 times.

Write a sentence containing that word and underline it in the sentence. All in neat, joined up handwriting. Leave a line and repeat for all spelling words.

Eg

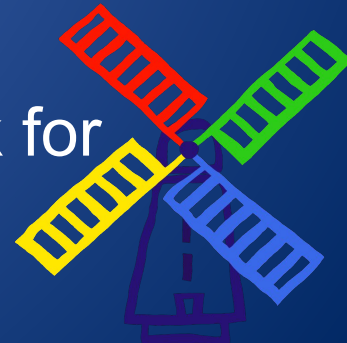
Around, around, around

I looked all around the room but I could not find my teddy.

Mouth, mouth, mouth

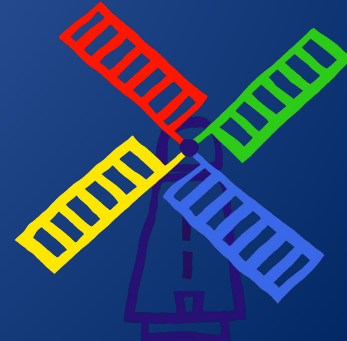
If you put too much food in your mouth, you won't be able to chew.

Please support your child by helping them check for correct spelling, punctuation and capital letters.



# Assessment

- Daily in class teacher assessment and support
- Live feedback and marking - immediate intervention
- Weekly assessments (spellings and times tables)
- End of unit checks
- Knowledge quizzes
- AR quizzes and Star Reader
- Termly assessments - Reading / Maths / SPAG



# SEND and Pastoral

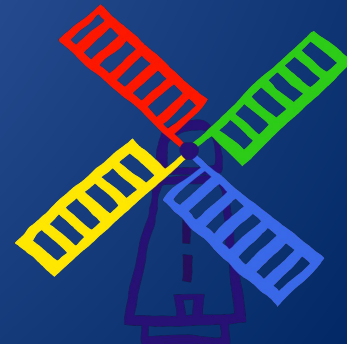
- SEND - Mrs Ross-Wood

<https://www.widmerend.bucks.sch.uk/send/>

- Pastoral and attendance - Miss Allen

<https://www.widmerend.bucks.sch.uk/pastoral-care/>

Communicate with the team if you feel your child may need or benefit from their support.



# Pupil Premium

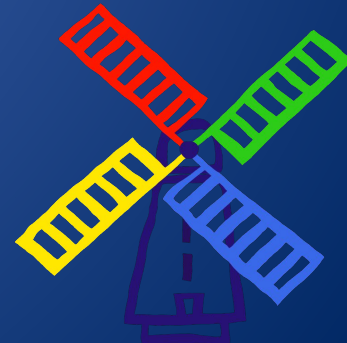
Pupil Premium funding, is additional funding available to support children throughout their school journey

PPG lead = Mrs Ross-Wood

A successful application could raise an extra **£1,320** for your child's primary school

If you are interested in applying, please find further information and an application form on the on the school website under 'key information / pupil premium.

<https://www.widmerend.bucks.sch.uk/pupil-premium/>





# Trips and sports events

*Please make a note of the dates*

Friday 27th September

Chiltern Open Air Museum - Stone Age Theme Day

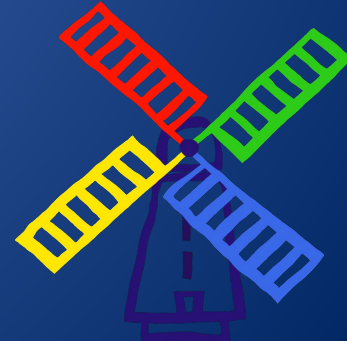
Wednesday 26th February

Ashmolean Museum - Egypt detectives

Summer - tbc

Friday 21st March - Basketball (Holmer Green SS)

Friday 13th June - Cricket (Holmer Green SS)

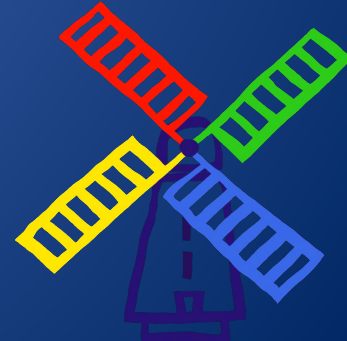


# Class representative

Please work together to choose one person to represent the parent cohort for this class.

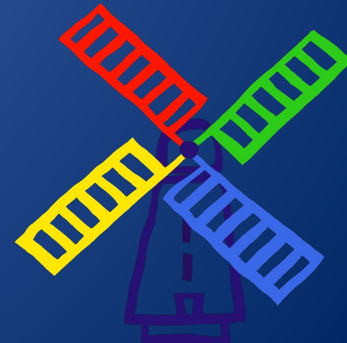
This person will be the main point of contact between yourselves and the class teacher for any collective questions or concerns.

All individual concerns should still come directly to the class teacher.



# Other matters

- PE – Monday and Tuesday (Earrings should be taped or removed and children should be able to do this independently.)
- Questions or queries – school office
- Class dojo - for whole class messages only
- Morning snack and water (labelled)
- Separate water in lunch bag
- Check stationery every week
- Handwriting and presentation
- Information on website
- Open door - come and see us - positive, honest and supportive relationships are vital to children's success.

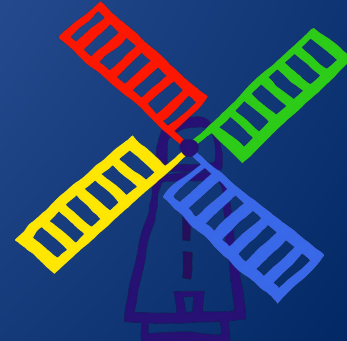


# Your help: your experiences

Faiths/Religious celebrations

Jobs and careers

Any other



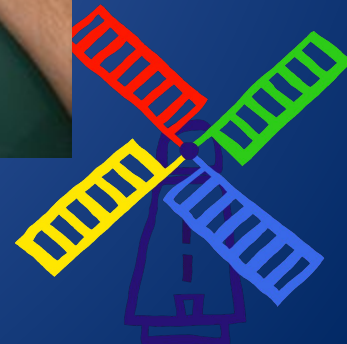
Dear Parents-

If you promise not to believe  
everything your child says  
happens at school,  
I'll promise not to believe  
everything he says happens at home.

-Teacher



symboloo **EDU**





# Questions

