



Information booklet for Class 2

Contact Information

Telephone: 0114 288 3300

E-mail: office@thurgolandprimary.org

Website: www.thurgolandprimary.org

Twitter: @ThurgolandPS

* For data protection we will need to accept you as a follower – if you have a unique username, please let the office know it and we will make sure that we accept you as a follower*

Newsletters: Newsletters are emailed each week on a Friday. They are also posted on the school website and can be printed from there.

This booklet aims to introduce our Class and includes initial information which we hope you will find useful. Should you have any further questions, staff will be happy to discuss these with you.

We hope you find it helpful. For further details please refer to the school prospectus, look on the school's website or speak directly to the class teacher or other adults.



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



Vision

To be our 'best self.'

Mission

In a safe, nurturing environment and with each child at the heart of all we do, we inspire caring, tolerant and enthusiastic learners by providing the highest quality of education within the context of Christian belief and practice.

Ethos

At Thurgoland CE Primary, we respect the uniqueness of each child and nurture their personal and individual gifts to prepare them for a successful adulthood. Our children have Christian values at the heart of everything they do: caring for others; welcoming everyone regardless of differences; and working together to contribute to a thriving class, school and local community. We strive to provide a learning environment that promotes and develops each child to their 'BEST SELF'.

Aims

Through our broad and exciting curriculum offer we aim to:

- Foster a lifelong love for learning.
- Create a safe environment where children feel confident and brave to give unfamiliar things a go - embracing and grasping every learning opportunity.
- Along the way provide challenges that push learners out of their comfort zone, so that they experience struggle, recognise that this is an important part of growing and show resilience to overcome challenges.
- Through high expectations, encourage children to have high aspirations in their learning and future
- Promote and reward positive behaviours and actions, encouraging children to always show respect so that they keep themselves and others safe.



THURGOLAND



LEARNING TOGETHER
IN FAITH & JOY



You should always
BE YOUR BEST SELF



OUR BEHAVIOUR SYSTEM

1

I have had to be reminded about the class school rules and need to improve my behaviour.

Teacher/TA to discreetly address behaviour 11 with the child.

"I HAVE ASKED YOU ONCE TO BE YOUR BEST SELF I KNOW YOU CAN ..."

2

I have had to be reminded about the class school rules a second time and need to improve my behaviour.

Teacher/TA to discreetly address behaviour 11 with the child.

"I HAVE NOW TOLD YOU TWICE TO BE YOUR BEST SELF I KNOW YOU CAN ... I DO NOT SAY IT A THIRD TIME." "SELF I KNOW YOU CAN ..."

3

I have been reminded about the school rules three times in one session and I will miss some of my playtime.

Child to spend 5 minutes of playtime in 11 with an adult.

ADULT TO DISCUSS CHILD'S ACTIONS IN RELATION TO THE EXPECTATIONS AND HOW TO IMPROVE. PARENTS TO BE INFORMED OF THIS ON THE DAY BY EITHER FACE TO FACE, PHONE CALL OR MESSAGE TO PARENTS.

4

I am still not following the school rules. I will miss Friday reward time.

If a child reaches the third step 3 times in 1 week, they remain inside during Friday reward time.

CHILDREN WHO MISSED FRIDAY REWARD TIME TO BE RECORDED ON CPOMS.

5

My behaviour is unacceptable and will be monitored closely.

If a child reaches step 4 twice in a half term, their parents/carers will be invited into school for a meeting with the teacher(s) and a member of the Senior Leadership Team.

BEHAVIOUR WILL BE CLOSELY MONITORED FOR A PERIOD OF TIME WITH DAILY FEEDBACK GIVEN TO PARENT/CARER.

Serious behaviour incidents e.g. bullying, fighting, inappropriate language, safeguarding the child is sent straight to Headteacher.

Welcome to Class 2

The Class 2 team is made up of Miss Banford (teacher) Mrs Warttig (teaching assistant), Mrs Morgan (teaching assistant), Mrs Slatter (teaching assistant) and Mrs Rusdale (teaching assistant).

The classroom is located at the top of the corridor to the left.

Class 2 is the place where all children foster their love for their learning through developing and enhancing their knowledge and understanding of the world around them with a broad, balanced and challenging curriculum. With reading being the fundamental life skill at the heart of all we do, we enhance our curriculum with rich texts to drive our learning to be the best it can be. Throughout our year children study and immerse themselves in a range of high quality texts such as Paddington Bear, The Owl who was afraid of the dark and Dolphin Boy.

We begin our year together embracing our vibrant capital city and immerse ourselves in the wonderful story of Paddington Bear, producing descriptive writing and becoming authors of our own story. This leads our learning to a geographical focus in which we conduct fieldwork in our local area to compare Thurgoland's human features with London's. As we reach the festive period our children aim high to become the stars of the show in our amazing nativity performing in the Holy Trinity Church to the local community.

Entering the New Year we give it a go at expanding our creative vision with a trip to Yorkshire Sculpture Park to study sculptures and learn about local history of Fox Valley and the significance of Samuel Fox, before producing our own masterpiece sculpture. During the Spring term we brave the weather to become geographers to monitor and record the weather around Thurgoland.

Our final term finds us travelling back in time to explore the significance of Florence Nightingale, Queen Victoria and Mary Seacole in an exploration to find who was made the most impact during the Victorians. This provides opportunities for role play days to make our learning come to life.

We believe in Class 2 we should celebrate and show respect to all; therefore take great joy in participating in theme days and weeks such as Black History Month, anti-bullying and E-safety. We develop our pupils to be respectful, empathetic and understanding through learning how to express ourselves, keep ourselves and others safe and living together in the wider world.

Class 2 is where learning is memorable and where we all strive to show the best version of our self in all that we do.

Daily Routine

Our morning bell goes at 8:45 am. The children are greeted by staff members in the big yard. Please be aware that children are unsupervised prior to 8:40, therefore we request that they do not arrive too early.

Children arriving late to school - after 9:00am - should be brought in through the main entrance as the pupil entrance door will be locked at 9:00 am. Any child arriving after the register has been taken is marked as late in the class register.

At the end of the day the children are brought into the big yard for you to collect. If you are running late, please telephone to office to inform us. Likewise, if it is a different adult collecting, please can you inform the school.

Before and After School Club (TOOSC)

Situated in the youth centre, Thurgoland Out of School Club (OFSTED Outstanding 2018), provides affordable childcare. Run by qualified staff offering both breakfast and after school club as well as holiday club.

Breakfast club opening times are 7:30-8:45am costing £4.50.

After School sessions are 3:30-6pm costing £7.50.

Holiday sessions are either 5.5 hours @ £14.00 or 10.5 hours @ £22.00.

Children play like a home from home setting both indoor (wide range of toys/crafts and games) and outside (weather permitting).

Please call 07748 177686, or email tooscclub@gmail.com.

Absence from School

Please let the office know before 9.30am if your child is going to be absent on a particular day. The school office staff will be available from around 8:15 to answer any calls and a message can be left on the answer machine at any time. This avoids us worrying that your child may not have arrived at school safely. The school office will contact you at home if a message has not been received.

Please avoid taking holidays in term time.

Children taken ill during the school day

If children are taken ill during the school day, we endeavour to contact parents and make suitable arrangements for their child to be collected from school. We recognise how inconvenient this can be and therefore only send for parents if we feel it is necessary.

Lost Property

Please could you ensure that **all** items of clothing are marked with your child's name. We endeavour to return items of lost property directly to the owner. Each class has a lost property box which is located in the classroom. At the end of each half term, all lost property is put on the playground for parents to claim.

Contact Details

We would be most grateful if you could ensure that emergency contact details are kept up to date. If you have any change in phone numbers, please call at the office so the staff will update our records.

Accidents and Medication

If a child needs medical treatment, parents are contacted immediately.

If they have a minor injury at school and is given first aid, this is recorded and your child will bring home a bump note.

If it is necessary for a child to be given a prescribed medicine at school, because the dose has to be administered four times a day, please complete a medicine form which can be collected from the school office.

Health

Staff need to be aware of your child's medical background, in particular, any allergies (e.g. bee stings, dairy food), any dietary restrictions (e.g. vegetarian or Halal) and any medical conditions that are important for us to know (e.g. asthma or eczema).

PPA Time

All teachers have a statutory entitlement to 10% non-contact time to enable them to plan lessons and assess pupils' work. We are fortunate in that Mrs Lee covers PPA Time. Planning for these lessons is done in consultation with the class teacher and is within the school's schemes of work. PPA works out at a half day per week.

Reading

Reading

Reading is at the heart of all we do at Thurgoland School because it opens the door to learning. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material will learn. The more a child learns, the more they will want to find out. We want your child to love to listen to stories, love reading and want to read themselves. This is why we work hard throughout school from Class R to Class 6, to make sure our children develop a love of books as well as simply learning to read.

KS1

Class 1 and Class 2 have daily phonics devoted session; a story time and guided reading sessions. The latter are taught in small groups and focus on objectives taken from the National Curriculum.

All classes read high quality shared texts where reading and writing combine, providing children with a deeper understanding of texts.

Reading comprehension is particularly emphasised class 2 onwards where time is spent enabling the pupils to thoroughly understand what they have read, and therefore, develop recall, inference and the opportunity to form and justify opinions about what they have read. Books are carefully chosen to meet the needs and interests of the cohort and our staff develop teaching plans to enthuse the children. They often link into our wider curriculum and what we are learning about in science, history and geography.

Guided reading in Class 2 is whole class where we share - read together to develop our accuracy and fluency using a class text.

We fully appreciate and accommodate that every child is different and children will learn to read at different speeds. The expectation for reading by the end of Year 2 is that all children can read fluently.

Children have a weekly comprehension lesson to focus on developing children's understanding and develop the skills needed to comprehend a variety of texts.

In the summer term of Year 1, there is a statutory phonics check of all the children. The outcome is shared with parents. Children who do not pass this assessment in Year 1 retake it in Year 2 to ensure that they have made progress.

What can parents/carers do to help?

Every child is provided with a reading book which they will be able to decode using their current level of phonic knowledge. We encourage this to read and re-read at home to develop their reading fluency. Fluency is vital. Below is a link to a video clip which shows the programme in action and explains everything, including 'Fred talk'!

<http://www.oup.com/oxed/primary/rwi/aboutrwi/video/>

We ask that the children regularly share their reading books with a grown up at home. Our expectation is four times per week at least. This regular practise is invaluable and enables children to progress more quickly and confidently. Each child has a reading diary where parents, teachers and children can make comments on their reading.

Make reading fun! Remember to keep reading *to* your child. They will then come across far more adventurous words than in their own first reading books and you will be helping them to grow a vast vocabulary and develop a deeper understanding of different stories. Most of all, it will encourage them to love books and want to read more. If a child sees and hears an adult reading, they are inspired by them!

Spelling KS1

Children in Key Stage 1 will have weekly spellings that reflect their phonics teaching for both the phase and the phoneme/digraph/trigraph/spelling rule that they are learning throughout the week in their daily phonics lessons. The spelling test will consist of 6 spellings, 5 of which will follow their rule/sound for the week and 1 spelling will be from the year group's statutory common exception words which all children are expected to be able to read and spell by the time they leave the year group. The children's list of spellings will be set on a Friday at 4pm via seesaw and the children will have a week to practise these spellings creatively at home with support from parents. The spelling test will take place during Friday's phonics lesson and children will bring home their spelling book to share their success with you. Children are given the opportunity to apply these spellings throughout the week in all their writing, the spellings are displayed in the classroom on a weekly basis.

Times Tables

Learning multiplication facts is a vital part of any child's mathematical development. Once rapid recall of multiplication facts becomes possible, a whole host of mathematical activities will seem easier. Children need to be able to recall multiplication facts in any order and also to derive associated division facts. The National Curriculum's expectations for each year group are set out below:

- Year 1 - Count forwards and backwards in steps of 2, 5 and 10.
- Year 2 - Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables up to 12x in any order.
- Year 3 - Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables up to 12x in any order.
- Year 4 - Recall and use multiplication and division facts up to 12x12 in any order.
- Year 5 and 6 - Recall and use multiplication and division facts up to 12x12 and apply knowledge to help solve decimal multiplication and division, e.g. $12 \times 12 = 144$ so $12 \times 1.2 = 14.4$

Please encourage children to practise their multiplication facts as these are important in all areas of the curriculum. The emphasis is on accurate recall. All children will be given user names and passwords for TT Rockstars so that they can access this online programme at home.

<https://ttrockstars.com/>

Homework

Homework will be given every Friday to compliment work done in class, either in literacy and/or numeracy. All homework will be due back on the following Friday. We will give topic research based projects throughout the year to link with topics. Children will receive reading as part of certain literacy topics in preparation for lessons.

Homework will be set on an online learning app called See-Saw. Your child will be set three tasks a week to complete using the See-Saw app, this can be downloaded onto tablets, phones or iPads (it can be used on computers, but it is much more accessible and easier to use on phones, iPad or tablets).

The three tasks a week can be completed on the app and do not need printing off. On the app the children are able to add text, write annotations, take photographs or draw – each activity will have instructions.

We kindly ask that you download the See-Saw app and log onto it with your child, they will have done this in school and have brought home a log on sheet with instructions.

When signing in with their Home Learning Code, students can post to their journal, respond to activities and view class announcements. Students do not see the work of any other student in the class.

Logging in:

1. Install the seesaw app or go to <http://app.seesaw.me>
2. Tap I'm a student
3. Scan your QR code on your logging in sheet

It is vital we have this communication set up to complete homework tasks and to set, complete and feedback on any remote learning as is needed.

If you have any problems or questions about See-Saw please do not hesitate to ask or email the school office and your email will be forward to the teacher.

Assessment

At Thurgoland C.E. School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment, which are completed in the first half term.
- Phonics screening check in year 1
- Multiplication Check Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Uniform

Please ensure that all clothing worn or brought into school is named!

We encourage all children to wear school uniform. This consists of:

- Navy sweatshirts / cardigans
- White or navy polo shirts
- Grey or navy skirts / trousers
- Navy / white t-shirts
- Blue and white checked dresses (not available from school)

The above items, plus navy waterproof jackets and fleeces can be purchased at:

<http://thurgolandprimary.org/wp-content/uploads/2018/11/Uniform-Order-2018.pdf>

We ask children to make sensible choices with regard to jewellery, shoes or hairstyles, ensuring that they are appropriately dressed for a school environment to be safe.

P.E. Kit

P.E. in Class 2 is on Tuesday and Thursday afternoons.

Children need black shorts and a white t-shirt for P.E.

Indoor P.E. is carried out in bare feet for safety reasons, but trainers will be required for activities outside. Also, for winter months, a pair of jogging bottoms, and a jumper will be needed.

Please make sure that you clearly label all pieces of your child's clothing, as they are very easily lost if not labelled.

Pupils are not allowed to wear jewellery (this includes earrings) in P.E. lessons. Children need to be able to remove their own earrings as well as put them back in.

Water

Children need to bring their own NAMED water bottle. The school has filtered tap water in the classroom, from which refills can be made. Children are encouraged / allowed to drink at appropriate times throughout the day.

Milk

Children can be provided daily with a carton of milk for the morning break on request from-
www.schoolmilkuk.co.uk

Snacks

Children are provided with fresh fruit / vegetables daily for their morning snack and are allowed to bring an extra piece of fruit/vegetable from home if they would like. Children who bring a packed lunch should only eat these at lunchtime alongside their peers in the dinner hall.

School Dinners

At school we manage our own kitchen. The meals are sourced locally and are of good quality and well balanced. Children have a choice of two hot meals or a Jacket Potato (plus salad bar). Children select their own dinners each day for the next day.

We would appreciate your support if you would encourage your child to choose the school meal option rather than bring sandwiches from home.

Please could you give us plenty of notice if your child is changing from a school provided meal to bringing a packed lunch from home.

Payment for school dinners, which should be made in advance, can be made weekly, half-termly, termly or with each menu. Cheques should be made payable to Thurgoland C.E. Primary School. Dinner cost £2.20 a day.