



Welcome to Southville Primary School

Southville Primary School Values



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Purpose of the meeting

- Introduce staff team working in year 6
- Explain journey of year 6
- Share information about our expectations and how you can help your child



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Attendance

- Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.



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Uniform



Key reminders:

- Hoods up / hats on in classrooms
- Black shoes and/or black trainers
- Still not changing in school for PE:
 - no football shirts
 - phasing out house-coloured t-shirts (ok for this year)
 - can just wear the same black trainers if that is easier
- No jewellery (watches and stud earrings ok)



Whole-school staff

Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy Headteacher)

Mr Ellershaw (UKS2 Phase Leader)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)



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Year 6 staff team

Damian Ellershaw (KS2 Phase leader, Class Teacher)

Emily Moore (Class Teacher)

Harry Rogers (Class Teacher)

James Scull (LSA)



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Key timings

- Our regular PE days for **term 1** are **Monday Swimming and Friday outside PE.**
- Children will come to school in their PE kits.
- **Homework** –using online platform google classrooms. Children have their own username and password from last year.
- Goes Live on a Friday – due in on a Tuesday
- **Spellings** – tested on a Friday



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Reading

- This is one of the most important things that you can do to help your child make maximum progress
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud
- Read a range of texts your child is interested in
e.g, magazines, newspapers, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – not just about what happened e.g. why you think the author used those words?



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The curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Banksy's Bristol	Mysterious Mayans	My, How You've Changed	Peace, Politics and Protest	Me, Myself and I	Curious Crime
Visitors / trips	Camp		Bristol Uni??		Police Visit	Create Centre Bristol Science Fair
English	Journalistic writing - New Banksy. Discussion Text - Colston Statue (Black History)	Narrative - myths Non-chron report - Daily Life of the Maya	Factfile - Darwin Darwin- Biography Letters = Beagle return/ Darwin publication of theory.	Persuasive Arguments - royalist v parliamentarian? Protest Poetry Suffragettes (Homework) Research & Write Diary Entry - Emily Davison	Narrative - A monster calls RSE - informative leaflets? (if need extra writing) Writing review	Narrative - Detective Stories Writing to inform - Police Reports
Science	Light	Living Things and Their Habitats	Evolution and Inheritance	Revision & Experiments	Animals, Including Humans RSE	Electricity
History	History of Bristol	Ancient Mayans <u>Why</u> they collapsed?	Darwin & Voyage on the Beagle	History of Medicine	History of Democracy in the UK	History of Crime & Punishment



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The curriculum

Geography	Human and Physical features of Bristol - how it affected settlement and growth Map to find Banksy's?	Physical & Human characteristics of Central America Weather - how location affects climate.	Compare Bristol to Galapagos & Central America - volcanic island. Tectonic plates.			Using maps, compass, 8 figure compass, four-figure grid reference - link to maths .
ICT	Online Safety	Coding	Blogginq	Spreadsheets	Quizzinq	Text Adventures
PSHE	Jigsaw - Being me In My World	Jigsaw - Celebrating Difference	Jigsaw - Dreams and Goals	Jigsaw - Healthy Me	Jigsaw - Relationships	Jigsaw - Changing Me
RE	Why do religious books and teaching matter?		What does it mean to belong to a religion?		What do people believe about life?	
PE						
Art/DT	Design graffiti tags. Stencils.	Designing & Sewing Bags Glyphs	Observational Drawing			Victorian Crime Penny Drawings Building Cars



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The curriculum

Year 6: Banksy's Bristol



Essential Learning

By the end of this term, you will have learned...

- About places in the world where Banksy artwork is located
- About the local history of Banksy's Bristol
- How to: have a structured debate, form arguments, consider counter arguments and respond to arguments from the opposition
- How to construct a discussion text. Researching opinions, constructing arguments through evidence and explanation
- To write journalistic newspaper reports which discuss street art and include: an orientation paragraph, direct and reported speech and passive voice.
- How to design and create stencils, considering the use of different colours and the effects they have when layered

Hook Day

Introduction to Banksy and Bristol street art.

Designing graffiti tags and self-portraits



Block 1

- Journalistic Writing
- Science - Light



Block 2

- Discussion text - Colston Statue
- Local History



Block 3

- Creating street art
- Recreate graffiti with a personal style



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Measures of progress

- Pre KS
 - Well Below
 - Working Towards
 - Secure
 - Working above
 - Greater Depth
-
- Ongoing assessments, Regular pupil progress meetings with senior staff and the SENCo to ensure all children are making sustained progress



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Relationships and Behaviour Policy



Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and Behave Safely.

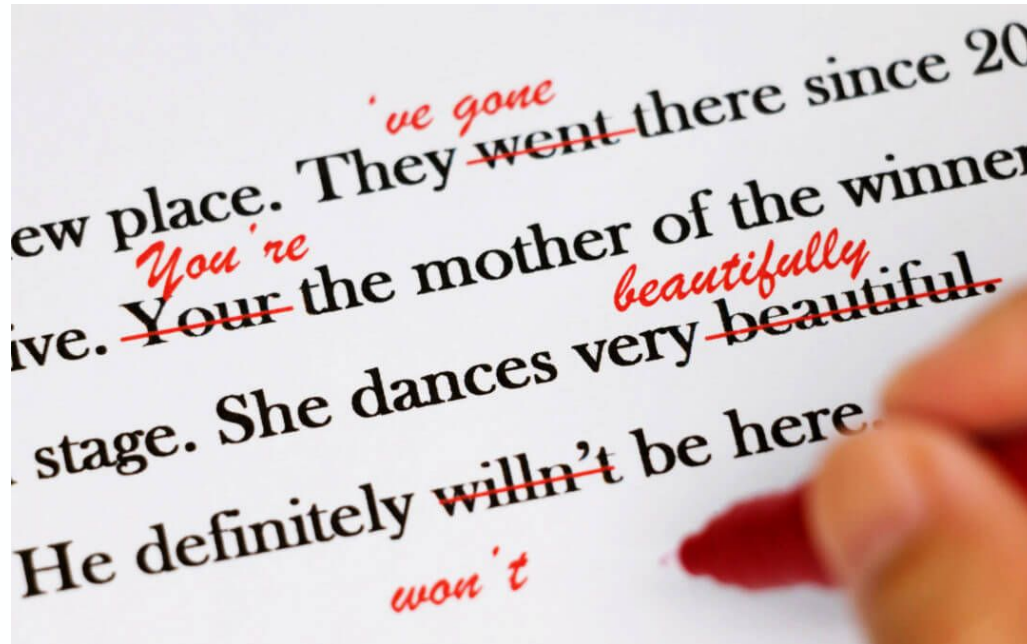
Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.



Feedback and Marking Policy



Child will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

New Feedback Policy: meaningful, manageable and motivating



The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

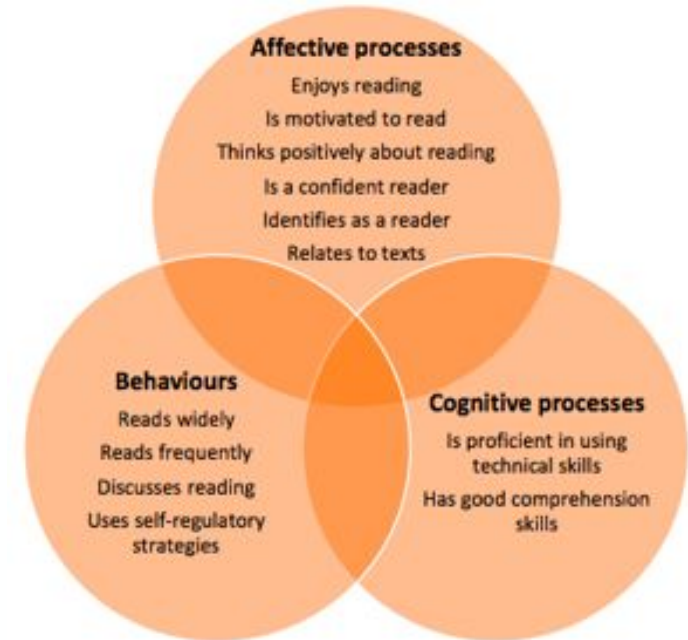
We will...

- Work hard to create a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **Use the 3 Fs:** Feed-up, Feedback, Feed-forward. We have a 'toolbox' of strategies for each of them.
- Provide '**in the moment**' feedback: every lesson we work hard to find 'teachable moments', common misconceptions and examples of good work to feedback to the class verbally during the lesson.
- Provide specific, **individual feedback** to your child based on 'Success Criteria': teaching with a 'pen in hand'.
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we've weighed up the 'opportunity cost').
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)
- We will be **celebrating your child's achievements** verbally in the lesson. We will also be giving children mini Southville stars in books when they have tried particularly hard or have produced a particularly impressive piece of work (based on their own personal bests!)

KS2 - Oxford Reading Tree



- All children in KS2 have an ORT or Little Wandle book to read at home
- The ORT stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy)
- When assigning a ORT stage, a conversion chart is used as a rough guide, along with the ORT Reading Criterion Scale, other benchmarking materials and the teacher's own assessment. Fluency **and** comprehension form part of this assessment.
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time.
- Children take books home and are expected to read nightly for 20 minutes.
- All children should have a reading record and are encouraged to write in it when they have read.
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- This is in addition to the children's 'whole class reading' sessions



Inclusivity

Supplementary Reproducible E for Elementary Ages

THE **ZONES** OF
REGULATION™



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The **ZONES** of Regulation

   	   	   	   
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

SATS!

- Children are supported throughout the year and so they are confident in their own abilities
- Exam technique is drip fed throughout the year
- We do not teach to SATs. The children will have a full and rounded curriculum
- Supported through SATs week (breakfast club etc.)
- Year 6 is not just about SATs. Our aim is that through support and challenge your child is ready for that next step – year 7



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***Thank you for your support
Any questions?***



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