



Welcome to Southville Primary School

# Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

# Purpose of the meeting



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

# 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)

# Year 6 staff team



Damian Ellershaw (KS2 Phase leader, Class Teacher)

Emily Moore (Class Teacher)

Harry Rogers (Class Teacher)

Asha Goslin (LSA)

Sian Herrera (LSA, 1:1 support)

Lily Goodman (LSA, 1:1 support)

Georgia Kirby (LSA, 1:1 support)

# Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

## Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

## PE Kit

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

**Children are not allowed to wear jewellery (watches and stud earrings are fine)**

# 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.

# Relationships and Behaviour Policy





# Feedback and Marking

Our 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 place great importance on creating 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').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work  
We feel this is better done verbally.
- 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)

# Key Y6 information



**PE days for Term 1 are:**

**Tuesday (Inside)**

**Thursday (Outside)**

Children will come to school in their PE kits.

**Home Learning** – using Google Classrooms. Children have their own username and password from last year.

Goes Live on a Friday – due in on a Tuesday

**Spellings** – moved towards termly testing which includes spelling lessons to support

**Times Tables** - expected to have full recall. Please support your child with this.

# Reading



- Please encourage your child to read for 20 minutes a day
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- All children should have a reading record and are encouraged to write in it when they have read.
- Read a range of texts your child is interested in  
e,g, magazines, newspapers, websites, blogs, etc.

# Subjects



## Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music



Religious education

You can find information about what and how we teach each subject on the school [website](#).

## How to help your child at home

Find out more about how you can help your child at home by clicking the links below.



Black Lives Matter



How to help with maths



How to help with phonics



How to help with reading



How to help with spelling



How to help with the wider curriculum

You can also find information about [how to help your child](#).

# The Curriculum



Term 1	Term 2	Term 3
Banksy's Bristol	The Mysterious Mayans	My how you've changed

Term 4	Term 5	Term 6
Peace, Politics and Protest	Me, Myself and I	TBC

# 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

# ***SATS!***



- 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
- We do not teach to SATs. The children will have a full and rounded curriculum
- Exam technique is drip fed throughout the year
- Children are supported throughout the year and so they are confident in their own abilities
- Supported through SATs week (breakfast club etc.)

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



# The IEP Cycle



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**.

# Adaptive Teaching

What specific strategies do we consider when supporting children in the lesson?



Strategy	Description
<b>Adjust rate</b>	More time to process, to complete a task, to demonstrate knowledge
<b>Adjust volume</b>	Change the amount of information / material to process or produce
<b>Adjust complexity</b>	Change the number of details or complicated ideas to create or interpret
<b>Staging of tasks</b>	Tasks introduced and completed in logical steps or increments instead of all at once
<b>Prioritisation &amp; Consolidation</b>	Certain task components are stressed or de-emphasised during a complex activity or task
<b>Change presentation format</b>	Information is presented in a way that children can process more effectively
<b>Change production format</b>	Children are allowed to demonstrate what they know using a different medium (e.g. laptop)
<b>Change evaluation system</b>	Performance is assessed differently for the child
<b>Use of support, models or aids</b>	Specific tools are used to facilitate learning or output
<b>Consider the environment</b>	Seating plans, physical resources are provided and responsive movement breaks are facilitated (when appropriate)
<b>Ensure there is 'Joint Attention'</b>	Connect with the child! Check they are listening and not passive - target questions and check-in regularly