

Welcome to Southville Primary School

Southville Primary School Values











Purpose of the meeting



- Recap on some school expectations
- Introduce the staff team working in year 6
- Explain the 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)

Tatiana Ponte (LSA, 1:1 support)

Sian Herrera (LSA, 1:1 support)

Asha Gosling (LSA)

Uniform

The school uniform policy can be found on the <u>website</u>.



You can buy branded items from Monkhouse Schoolwear, 140 East Street,
 Bedminster BS3 4EW in store or online by <u>clicking here</u>.

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

<u>Children are not allowed to wear jewellery (watches and stud earrings are fine)</u>

Behaviour Expectations





BE KIND - LOOK AFTER YOUR WORLD
AIM HIGH - EMPOWER OTHERS

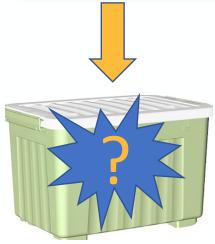
Our whole school expectations for behaviour are

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

SOUTHVILLE

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)
Monday - Pelicans, Wednesdays - Penguins and Puffins (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 Wednesday – due in on a Tuesday

Spellings – Spellings for the term are on google classroom. Children tested on spelling for the week on a Friday

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

Term 1 - Banksy's Bris	stol Home L	earning.	Year 6		
Expected Ongoing Tasks	Tasks: Complete each activity and submit on the date given. It can be loaded onto Google Classrooms or handed in to the teacher.				
Maths It is really important that you are confident in your times tables, so we are asking you to practise for 5 minutes a day (or 35 minutes on one day). There are many apps or games to practice on. e.g. https://www.timestables.co.uk/	Week 2: Wednesday 10th September Due: Tuesday 14th October Task: Can you create your own Banksy? Pick your favourite Banksy and recreate it, using whatever props you have or can make at home. For example, pose as a 'human Banksy', create a mosaic or collage, build a Banksy from Lego etc. You have several weeks to complete this – there is no need to rush it.	Week 3: Wednesday 17th September Due: Tuesday 23rd September Maths task: Place Value & Number Problems. See instructions on the worksheet.	Week 4: Wednesday 24th September Due: Tuesday 30th September Task: Research a local street artist (not Banksy!). Create a PowerPoint/poster exploring and explaining their work. Remember to include a detailed opinion about their work.		
Spellings At the start of each term you will be given the term's spellings. This will be split into weeks Each Friday, you will be tested on that week's words Find out what the words mean and have a go at putting them into sentences. Complete the Spelling Shed activities.	Week 5: Wednesday 01st October Due: Tuesday 7th October Maths task: Addition and Subtraction with Integers and Decimals. See instructions on the worksheet.	Week 6: Wednesday 08th October Due: Tuesday 14th October Follow the instructions to complete your SPAG and reading homework. Homework, from week 1, to be submitted.	Week 7: Wednesday 21st May No homework due to Year 6 residential at Abernant Lakes.		
Reading Read at home daily for around 20-30 minutes. Bring your book and reading record in on DEAR day (Wednesday). If you wish, you can continue to read to an adult at home. This may help you with your comprehension, as well as your intonation skills. Here are some examples of the type of questions we ask at school during KS2 reading lessons.	Useful sources of information 1. https://www.bbc.co.uk/bitesize/articles/zd4n3at 2. https://www.bbc.co.uk/bitesize/subjects/zxv346f 3. https://www.bbc.co.uk/iplayer/episode/m0015x42/bitesize-daily-911-year-olds-a-street-art	Additional unit reading: Non-Fiction Try to read some non-fiction texts. This can be around our topic or from a child-friendly source. Ask your parents for help, if you need it. e.g. https://www.twinkl.co.uk/newsroomhttps://www.bbc.co.uk/newsround	If you want to: Documentary Viewing Watch an age-appropriate documentary about graffiti or other art forms (e.g.abstract art). Ask your parents, if you struggle to find one.		

Example of spellings homework



Week 1 -tested in week 2	Week 2 - tested in week 3	Week 3 - tested in week 4	Week 4 - tested in week 5	Week 5 - tested in week 6	Week 6 - tested in week 7 Week 8 is Camp
accommodate	accompany	according	achieve	aggressive	amateur
available	average	awkward	bargain	bruise	category
competition	conscience	conscious	controversy	convenience	correspond
determined	develop	dictionary	disastrous	embarrass	environment
existence	explanation	familiar	foreign	forty	frequently
identity	immediately	individual	interfere	interrupt	language
muscle	necessary	neighbour	nuisance	occupy	occur
prejudice	privilege	profession	programme	pronunciation	queue signature
rhyme	rhythm	sacrifice	secretary	shoulder	twelfth
suggest	symbol	system	temperature	thorough	

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.

Curriculum



You can also find information about how we teach each <u>subject</u> and <u>how you could help your child</u>.



You can find lots information about our wider curriculum on the school website.

This includes information about what we teach in each unit, which can also be found on the <u>year group pages</u>.



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	Legacy and Identity

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.)

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:

SOUTHVILLE

- 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.

Pen Portraits

For some children, a Pen Portrait is more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is a Pen Portrait?

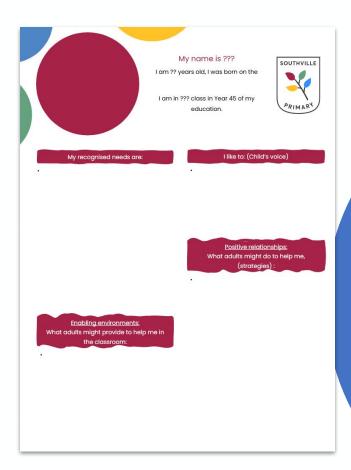
- A personalised plan that gives teachers a clear written overview of your child's needs.
- Designed for children who need ongoing support to access the inclusive curriculum.
- Sets out the teaching methods, resources, and strategies that will help your child in class.
- Focuses on practical support to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar





Thank you for your support. Any questions?