



Welcome to Year 3 Parents' Evening

Mr Beattie and Mrs Cunliffe

Welcome to KS2!





Staff

- Mrs Cunliffe – assistant headteacher- LKS2 phase leader
- Mr Beattie – teacher
- Mrs Cooper – HLTA
- Mrs Tuck - support
- Mrs Coates - support



Topics/Events for the year

- What are George's secrets to the universe?
- Is a whizz-pop the most whoopsy- wiffling force? Trip to the Dahl Museum and story centre - Buckingham
- What makes the Earth Angry?
- How can Usain Bolt move so quickly? Trip to the Think Tank - Birmingham
- What was life like for the Croods? Trip to Pooles Cavern - Buxton
- What have the Mayan's done for us?



Behaviour expectations

We are a Rights Respecting School (RRS), we all have rights, but we also have responsibilities to help to make Priory the best that it can be.

All children are aware that if they make the right choices, then they chose positive consequences, now called Dojo rewards e.g. as a class win a letter of superclass. Dojo rewards can be earned for a wide range of good learning behaviours, see secrets to success.

If students don't fulfil their responsibilities then they face consequences, which will show as a negative Dojo.

If a child consistently chooses negative Dojos, then you will be asked to attend school to discuss how we can best support your child to make the right choices.

If you log into Dojo, you will be able to see your child's progress at all times.

E-Safety Reminders - Year 3

KEY POINT: Having an open dialogue without children fearing punishment is crucial. We want children to feel able to discuss potential hazards with parents.

- 42% of children said that their parents were unaware of what they do online.
- 36% of children said they played games with 'Anyone' online.
- Inappropriate gaming: there are concrete scientific links between children playing inappropriate games and violent behaviour, reduced concentration, social awareness.
- Bullying – 42% of children in Year 3 said they had been sent upsetting messages online(at least once).
- Content Filtering – 75% of children in Year 3 said there was no filtering of their internet at home.

For extra information, please look on the following websites.

- <http://www.saferinternet.org.uk/> - comprehensive website with advice for parents.
- <https://www.thinkuknow.co.uk/> - a resource for children and parents to offer hints and tips about how to use the web safely.
- <http://www.childnet.com/> - detail on how to set up computers and tablets to be safe for children to use.



Dojo

- Student progress (rewards and negative Dojos)
- Class story (school story)
- Student story



Spellings

- Students have been tested to see where they are currently working for spellings. They will receive 6 spelling words per week, around a particular spelling rule, they will practise these every day in class, they will also come home to practise daily.
- Students will be tested on these words on a Friday, plus two more words containing the same rule.
- Any incorrect spellings will be added to the word lists for the next week to create an individual spelling diary for each pupil.



Reading Diary

All pupils are given a reading diary in which to record their reading at home, it is also a good place for pupils to record any reminders they may need during the week.

Daily reading has the most impact on the child's progress, but the minimum expectation is that pupil will read at least three times per week.

Diaries will be signed on a Friday to review comments from any home learning opportunities.



Guided Reading

- Students take part in a guided reading session once a week, where a small group works with the teacher - during these session pupils will develop their phonic and reading skills, alongside their comprehension skills.
- Teachers complete their own records and assessments and therefore do not fill in pupils individual diaries.



Benchmark testing

- Generally, pupils will be benchmark tested once per half term – if they have read widely enough. If they reach 96% accuracy and answer 2/3, 4/5 or 5/6 comprehension questions correctly (depending on the level of the child), they will move up a level.
- If there is a disparity between the child's reading accuracy and comprehension, then the pupil will remain at the same level and be offered further support with reading comprehension.



Next Steps for learning

Students will be set a target for reading, writing and maths at the beginning of the year, to achieve by AP6.

e.g. Start level: B Target: A

Over the course of the year, pupils will receive small next steps for learning, these will be updated every few weeks, in order to help them to achieve their end of year target.



Homework

Pupils will receive three pieces of homework per week:

- 1) Spellings – 6 per week around a particular spelling rule.
- 2) A piece of English homework – either SPAG.com or writing, linked to class learning.
- 3) A piece of Maths homework, linked to the class learning,

Homework is set on a Friday and is due in the following Wednesday.

Note : if students do not have internet access to complete SPAG.com or are especially busy in the evenings then they may attend homework club on Tuesday lunchtime.



P.E.

Autumn: Dance and Outdoor Net and Wall Games.

The school requests that P.E. kit should consist of a team coloured t-shirt, dark shorts (blue or black) and pumps for dance. The same kit, plus trainers and a sweater for outdoor net and wall games. We would ask that you stick to this kit.

Long hair must be tied back and no jewellery is permitted. This is for health and safety reasons. If a child has recently had their ears pierced then we ask that you provide plasters to cover the ears during lessons. If they are able to be removed, the child must do this for themselves.



Special Educational Needs & Disabilities (SEND)

If your child has been identified as having a SEN, then you should have already been made aware of it. They will have an Pupil Passport with targets to focus on both in class and during specific interventions to close gaps, during the term.

As a result of your child's SEN need, they may receive specialist support either within the classroom or as an individual or part of a very small group. Progress is reviewed all the time and each term, you will be asked to attend a review meeting, where we will discuss the impact of the support that the pupils is receiving and what their next steps are.

We would hope that you view this support positively and assist your child with any interventions that they may be involved in.

Any Questions?

Thank you for attending, we hope that this evening has been informative.

