

Welcome to a new
school year!

Welcome to Year 4



Meet the Team

4 Bay- Mr Adams

jadams@woodlands.kent.sch.uk

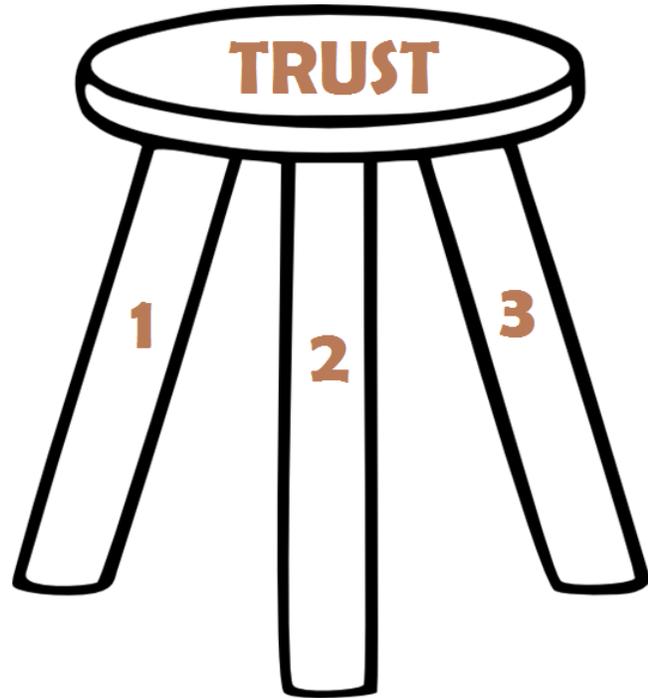
4 Hawthorn- Mr Gosling

bgosling@woodlands.kent.sch.uk

4 Chestnut- Mrs Rees-Porter
Mrs Brown

srees-porter@woodlands.kent.sch.uk
tbrown@woodlands.kent.sch.uk

The three-way partnership.



1. Your child
2. You
3. School



Communications - Good home-school communication is vital

- ▶ Homework Diary and Reading Record
- ▶ Website
- ▶ Weekly Newsletter
- ▶ Parentmail - letters
- ▶ SMS
- ▶ email, phone or preferably speak direct to your class teacher / make an appointment for a longer appointment if required

Reading - New Diary and Reading Record

Week beginning: _____

Subject	Home Learning Task	
English and Spelling		
Maths and Tables		
Reading	Book and page number	Comments

Date	Book and Page Numbers	Comments
Vocabulary Builder (a new word every day)		
Messages		

Reading

- ▶ Regularly at home - signed in book (at least 5 times per week)
- ▶ Range and breadth of books - including re-reading much loved stories
- ▶ Reading to your child still important
- ▶ Discussion is vital - most children are by now quite fluent decoders
- ▶ Question ideas are in homework diary
- ▶ Encourage reading in the environment
- ▶ School website has links to suggested reading in the reading section of curriculum on the website

Reading - Lexia

- ▶ Log on at home
 - ▶ Details in homework diary by end of next week
 - ▶ Helps with:
 - Spelling
 - Comprehension
 - Grammar
- Children work through at their own pace
- Levelled up to work suitable for Year 6
- Lessons specifically tailored to your child's needs

Homework

- ▶ The majority of homework at Woodlands will concentrate on the following key areas:

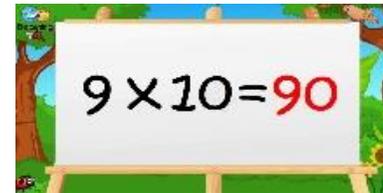
Reading



Spelling



Times Tables



- ▶ Maths homework will be given on alternative weeks.

Homework

Subject	Year group	Frequency	Additional Information
<p style="text-align: center;">Take 10!</p> <p style="text-align: center;">These activities should be practised little and often - 10 minutes here and 10 minutes there.</p>			
Reading and book sharing	All Years	Every day – as often as possible	Five times per week minimum with signature in diary
Spelling/Phonics	All Years	Every day – as often as possible	Handed out on Friday. Test on Friday (Y2-Y6)
Times Tables	Year 2 – Year 6	Every day – as often as possible	Test on Wednesday (Y2-Y6)

Homework

Speaking and Listening	Reception	Weekly - after the settling in period.	Based on personal development, research, topic and English
	Key Stage 1	Termly – six times per year	
	Key Stage 2	Seasonally – three times per year	
Maths	All Years	Alternate weeks (with English in Y5 and 6)	Handed out Friday. Handed in Tuesday. A range of mathematics and tables activities
English (Grammar and Punctuation/Comprehension)	Y5/6	Alternate weeks – (with mathematics)	Handed out Friday. Handed in Tuesday.
<u>Headteacher Question of the Term</u>	All Years Three times per year This is a research based question which any children can choose to participate in. All responses will be displayed in school and certificates given.		

Maths

- ▶ Year 4 need to know all tables up to 12×12
- ▶ It would help to know all the associated division facts e.g
 $2 \times 3 = 6$ so 6 divided by $3 = 2$
- ▶ Regular practise until fluency is achieved
- ▶ Ability to apply tables in maths lessons
- ▶ 10 minute test to half term (improve your OWN speed & accuracy)
- ▶ After half term 5 minute test
- ▶ Homework sheet must be finished
- ▶ The children have had a go at the first sheet on Wednesday and will be moved on appropriately by the class teacher so that they're always challenged.

Spelling

- ▶ Generally in-class but some children may go with Mrs Baker to work in a smaller group
- ▶ The groups are already up and running
- ▶ Tests on a Friday (new spellings out on Friday)
- ▶ We will alternate between spelling pattern rules and key topic vocabulary so that children can use a variety of their learnt words in context through their writing in literacy.
- ▶ All the Year 3 and Year 4 words are contained in the homework diary - if you ever feel the need to practise
- ▶ It is critical that they are confident in spelling these words as it may affect Year 6 outcomes.

Growth Mindset

- ▶ We are continuing to focus on teaching the children the principles of growth mind-set.
- ▶ Making mistakes is good, a natural part of the learning process and aids learning - babies don't stop walking when they fall down!
- ▶ Failure breeds:
 - increased connections in the brain
 - resilience
 - increased effort
 - reinforcement of skills
 - eventual success, improved self-esteem and feelings of self-worth

Writing

- ▶ Cursive
- ▶ Using handwriting pen (not the ‘rubbing-out’ variety)
- ▶ Spelling is critical in both KS1 and KS2 SATs - it can limit success
- ▶ Please support your child’s spelling practice at home
- ▶ Learn, write, use in context (understand meaning)

Attendance

- ▶ Please let the school office know immediately when your child is absent and give a reason.
- ▶ If your child is away for more than 2 days or is absent on Friday and still absent the following Monday, please ring to update the school or email your class teacher (unfortunately we cannot accept messages via other children or parents).
- ▶ **Repeated short absences will mean your child will miss vital elements of the curriculum and though we endeavour to provide 'catch-up' it is never the same.**

Growth Mindset

- ▶ We are continuing to focus on teaching the children the principles of growth mindset.
- ▶ The way we talk about ourselves and our own abilities and intelligence has a crucial impact on how children perceive themselves.
- ▶ **Instead of...** Wow - you did fantastically on your Maths work! You are so clever!
- ▶ **Try...** I like the strategies you used to solve that problem. You also checked your working carefully.
- ▶ **Instead of...** You did that so quickly! You must have a mind like a calculator! Well done!
- ▶ **Try...** Did that challenge you? Maybe you need to try something trickier?
- ▶ **Instead of...** You *nearly* got them all correct - well done!
- ▶ **Try...** Let's look at your mistake and see how you can learn from it.

Giving Feedback - What the children will see in their books.

Teachers read and check all pupils work and assess against the Learning Intention (LI) using the triangle system in pink pen.

- Pupil has begun working towards the LI /
- Pupil is making progress towards achieving the LI independently but still needs some consolidation ^
- Pupil has achieved the LI △
- Pupil has achieved over and above the LI ☆

Giving Feedback (marking)

▶ Instant verbal feedback

Our teachers and teaching assistants aim to give immediate verbal feedback to pupils as the learning is happening as much as possible.

▶ Whole class verbal feedback

We use whole class feedback for addressing issues where all pupils would benefit from some focused teaching and follow-up work in the next lesson.

▶ Focus group verbal feedback

As an alternative to whole class feedback, for issues that require more close attention and guidance from an adult (or higher attaining pupil if it is deemed appropriate), we will set up a group to work on a specific aspect of the previous lesson's learning.

▶ One-to-one verbal feedback

We will provide one-to-one feedback to address issues that are specific to individual pupils who may have significant gaps in their skills and knowledge.

▶ Written feedback

We use written marking when addressing misconceptions that are very individual and can be communicated in child-friendly language. The time it takes for teachers to complete any written feedback must be appropriately balanced with the impact it will have on the child's learning.

Giving Feedback - What the children will see in their books.

Teachers also use pink underlining, **highlighting** or **ticks / double ticks** to show the children what they have done well - this could be related to the LI or any other great work.

In maths, teachers use a **pink tick** for **correct** answers, a **green dot** or **underline** for **incorrect** answers and a **green ©** to indicate where **corrections** are needed.

Corrections are completed generally underneath work or next to incorrect answers.

Social Media and Internet Safety

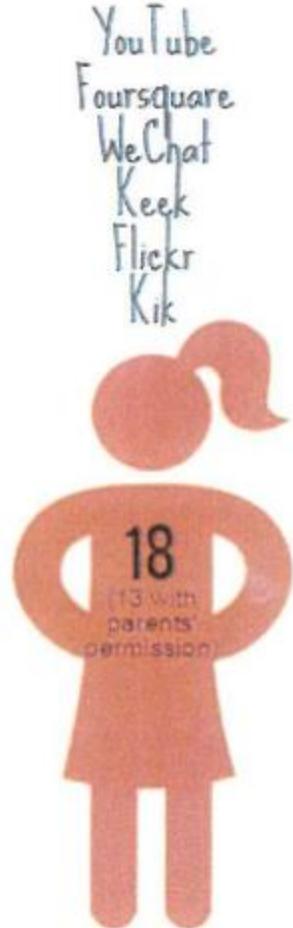
- ▶ We are very aware of the issues surrounding social media and internet safety - children will learn (at an age appropriate level) how to keep themselves safe on line.
- ▶ Please monitor the time, activities, material and access that your children have from home.
- ▶ Cyber bullying is insidious and probably more common than any of us imagine.
- ▶ This may surprise you ...

Internet Safety

Age Restrictions for Social Media Platforms

action for
children

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



P.E.

- ▶ We have the Gold P.E. Mark
- ▶ It is an important curriculum subject
- ▶ Kit should be in school at all times
- ▶ In winter, please provide track-suit and a hat - unless the rain is torrential or playground too icy we WILL be outside!
- ▶ You are not able to do P.E. with taped ears - all earrings must be removed

Healthy Eating



Only water in water bottles.

No fizzy drinks at lunchtimes.

No cakes/sweets or chocolates can be brought into school to celebrate birthdays due to allergies and our healthy food status.

Fruit or veg as a snack.



Any cakes bought on a charity stall will not be eaten at school. Instead the children will be enjoying them at home.



Help in Class or With Trips

- ▶ We love to have help in class and trips often need lots of parent helpers.
- ▶ Everyone who helps needs a full DBS check and must have a 'Safeguarding briefing' by Mrs Tarrant-Blick.
- ▶ If you can make a regular commitment to help the school we can pay for your DBS (these run out after a 6 week lapse which is why it must be regular).
- ▶ Horton Kirby - October 2nd - Up to the knee wellies required!

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a £1300 Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ In negotiation with the school we invite parents to suggest ways in which £100 of this amount could be used to benefit your child's learning (please talk to your child's class teacher about this in the first instance).
- ▶ Please speak to the office or Inclusion Team if you fee your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Any Questions ?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, layered effect against the white background.