



# Information booklet for Class 5

## The Terrific Tigers

### Contact Information

**Telephone:** 0114 288 3300

**E-mail:** [office@thurgolandprimary.org](mailto:office@thurgolandprimary.org)

**Website:** [www.thurgolandprimary.org](http://www.thurgolandprimary.org)

**Twitter:** @ThurgolandPS

\* For data protection we will need to accept you as a follower – if you have a unique username, please let the office know it and we will make sure that we accept you as a follower\*

**Newsletters:** Newsletters are emailed each week on a Friday. They are also posted on the school website and can be printed from there.

This booklet aims to introduce our Class and includes initial information which we hope you will find useful. Should you have any further questions, staff will be happy to discuss these with you.

We hope you find it helpful. For further details please refer to the school prospectus, look on the school's website or speak directly to the class teacher or other adults.



# THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



## **Vision**

To be our 'best self.'

## **Mission**

In a safe, nurturing environment and with each child at the heart of all we do, we inspire caring, tolerant and enthusiastic learners by providing the highest quality of education within the context of Christian belief and practice.

## **Ethos**

At Thurgoland CE Primary, we respect the uniqueness of each child and nurture their personal and individual gifts to prepare them for a successful adulthood. Our children have Christian values at the heart of everything they do: caring for others; welcoming everyone regardless of differences; and working together to contribute to a thriving class, school and local community. We strive to provide a learning environment that promotes and develops each child to their 'BEST SELF'.

## **Aims**

Through our broad and exciting curriculum offer we aim to:

- Foster a lifelong love for learning.
- Create a safe environment where children feel confident and brave to give unfamiliar things a go - embracing and grasping every learning opportunity.
- Along the way provide challenges that push learners out of their comfort zone, so that they experience struggle, recognise that this is an important part of growing and show resilience to overcome challenges.
- Through high expectations, encourage children to have high aspirations in their learning and future
- Promote and reward positive behaviours and actions, encouraging children to always show respect so that they keep themselves and others safe.



THURGOLAND



LEARNING TOGETHER  
IN FAITH & JOY





You should always  
**BE YOUR BEST SELF**



## OUR BEHAVIOUR SYSTEM

**1**

I have had to be reminded about the class school rules and need to improve my behaviour.

Teacher/TA to discreetly address behaviour 11 with the child.

**"I HAVE ASKED YOU ONCE TO BE YOUR BEST SELF I KNOW YOU CAN ..."**

**2**

I have had to be reminded about the class school rules a second time and need to improve my behaviour.

Teacher/TA to discreetly address behaviour 11 with the child.

**"I HAVE NOW TOLD YOU TWICE TO BE YOUR BEST SELF I KNOW YOU CAN ... I DO NOT SAY IT A THIRD TIME." "SELF I KNOW YOU CAN ..."**

**3**

I have been reminded about the school rules three times in one session and I will miss some of my playtime.

Child to spend 5 minutes of playtime in 11 with an adult.

**ADULT TO DISCUSS CHILD'S ACTIONS IN RELATION TO THE EXPECTATIONS AND HOW TO IMPROVE. PARENTS TO BE INFORMED OF THIS ON THE DAY BY EITHER FACE TO FACE, PHONE CALL OR MESSAGE TO PARENTS.**

**4**

I am still not following the school rules. I will miss Friday reward time.

If a child reaches the third step 3 times in 1 week, they remain inside during Friday reward time.

**CHILDREN WHO MISSED FRIDAY REWARD TIME TO BE RECORDED ON CPOMS.**

**5**

My behaviour is unacceptable and will be monitored closely.

If a child reaches step 4 twice in a half term, their parents/carers will be invited into school for a meeting with the teacher(s) and a member of the Senior Leadership Team.

**BEHAVIOUR WILL BE CLOSELY MONITORED FOR A PERIOD OF TIME WITH ONLY FEEDBACK GIVEN TO PARENT/CARER.**

**Serious behaviour incidents e.g. bullying, fighting, inappropriate language, safeguarding the child is sent straight to Headteacher.**

## Welcome to Class 5

The Class 5 Team is made up of Ms Lukacs (Teacher) and Mrs Crofts (Teaching Assistant).

The classroom is located on the main corridor, opposite the ICT suite.

*In our class, we are not just learners....*

*We are amazing writers and fabulous readers.*

Reading is at the heart of all we do as we enhance our curriculum with high-level texts from a wide range of authors. The children are immersed in stories from different backgrounds to gain a deep understanding of the characters and the themes. We travel to the Amazon in our book *The Explorer* and join our characters on a great adventure through the wild and unpredictable landscape of the South American jungle. The children become authors of descriptive writing as they use high-level vocabulary and complex sentence structures to enhance their writing. They proudly show off their non-chronological reports about unique animals and ensure that detail is added through the extension of their sentences. After reading *Flotsam*, they make in-depth inferences from the picture book's stunning illustrations and they debate against plastic pollution, sharing their views before writing detailed arguments to persuade others to make lasting changes to tackle climate change. Children in class 5 also travel back to Victorian times as they read *Street Child* creating detailed imagery and master their use of emotive language, they laugh-out-loud as they empathise with characters in our book *There is a Boy in the Girl's Bathroom* and finally meet a lonesome polar bear who needs April's help in our book *The Last Bear*.

*We are explorers who travel back in time to discover the many incredible mysteries of the past.*

Our children are curious and they radiate enthusiasm as they uncover the mysteries of the ancient civilisation of the Maya during their time in class 5. A fun-filled Mayan Day consolidates their learning at the end of autumn term where they recap key learning and add to their knowledge of gods and sacrifice from this period in time through drama. During our topic of the Tudors, the children uncover how the decisions made by Henry VII and Henry VIII kept the Tudors in power and in summer term, travel to Ancient China's Shang Dynasty where they solve the mystery of who was Fu Hao. Throughout each topic, they ask questions to further their own learning, challenge themselves and each other and strive to build on their knowledge.

*We are magnificent dancers of the Samba.*

Children in class 5 learn to show a mature appreciation of a wide range of music and are able to recognise that music reflects different intentions and articulate reasons for their personal preferences. The majority of children are able to use appropriate musical vocabulary and have had experience in using and understanding some formal staff and other musical notations.

Year 5 children also sing in the Young Voices event alongside thousands of other primary school children from our region. It is an amazing, memorable experience! They work with professional musicians and see famous artists headline the event.

*The children of our class are talented artists, using paint, clay and textiles to design and create stunning pieces of art.*

Children grow in confidence and show incredible resilience as they produce beautiful, individual pieces of art throughout the year. From delicately carved Mayan murals from clay to eye catching still life compositions using oil pastels and charcoal, the children in class 5 radiate creativity. During the year, children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. They study the works of artists who will then inspire their own creations.

*But best of all, we are a team; a team, who works together, laughs together and supports one another in everything. We are our best selves.*

In Class 5 we believe that differences should be celebrated and we show respect to all. We develop our pupils to be respectful, tolerant, empathetic and understanding of others. We take great pride in being good listeners and confident learners who strive to be their best, never give up and aim for the stars!

*We hope you follow our adventures on Twitter*

### **Daily Routine**

Our morning bell goes at 8:45 am. The children should be brought to the class side door from 8:40am. Please be aware that the school site will be locked until 8:40am, therefore we request that families do not arrive too early.

Children arriving late to school - after 8:55am - should be brought in through the main entrance as the pupil entrance door will be locked at 8:55am. Any child arriving after the register has been taken is marked as late in the class register.

At the end of the day, children will be collected from their classroom side doors at 3:15pm. The school site will be open from 3:10pm. If you are running late, please telephone to office to inform us. Likewise, if it is a different adult collecting, please can you inform the school.

## Example Timetable

\*To note this does not reflect an actual timetable, it is to give a flavour of the day in KS1\*

Time	KS1	KS2
8:40	Children arrive and welcomed	Children arrive and welcomed
8:45 – 9:00	Register and early bird work	Register and early bird work
9:00 – 9:30	Phonics	Whole Class Reading
9:30 – 9:45	Handwriting	Writing
9:45 – 10:30	Writing	
10:30- 10:45	Collective Worship	Playtime
10:45 -11:00	Playtime	Collective Worship
11:00 – 12:00	Mastering number / Maths	Maths
12:00 – 1:00	Lunchtime	Lunchtime
1:00 – 1:15	Tables Sticks	Tables Sticks (Class 3 and 4) Arithmetic (Class 5 and 6)
1:15 – 2:00	Foundation subjects e.g. history, geography, PE, Science, RE, PHSE, Art, DT, Music, French	Foundation subjects e.g. history, geography, PE, Science, RE, PHSE, Art, DT, Music, French
2:00 – 2:15	Break	Foundation subjects e.g. history, geography, PE, Science, RE, PHSE, Art, DT, Music, French
2:15 – 3:15	Foundation subjects e.g. history, geography, PE, Science, RE, PHSE, Art, DT, Music, French	
3:15	Children leave	Children leave

## Before and After School Club (TOOSC)

Situated in the youth centre, Thurgoland Out of School Club (OFSTED Outstanding 2018), provides affordable childcare. Run by qualified staff offering both breakfast and after school club as well as holiday club.

Breakfast club opening times are 7:30-8:45am costing £4.50 / After School sessions are 3:30-6pm costing £7.50 / Holiday sessions are either 5.5 hours @ £14.00 or 10.5 hours @ £22.00.

Please call 07748 177686, or email [toosclub@gmail.com](mailto:toosclub@gmail.com).

## Absence from School

Please let the office know before 09.30 if your child is going to be absent on a particular day. The school office staff will be available from around 08:15 to answer any calls and a message can be left on the answer machine at any time. This avoids us worrying that your child may not have arrived at school safely. The school office will contact you at home if a message has not been received.

Please avoid taking holidays in term time. In particular, please avoid taking children out of school during statutory assessment periods:

Class R – Baseline assessments during the first 6 weeks of the academic year.

Class 1 – Phonics screening week commencing Monday 10<sup>th</sup> June 2024

Class 2 – KS1 SATs week commencing Monday 6<sup>th</sup> May 2024

Class 4 – Year 4 Multiplication Check week commencing Monday 4<sup>th</sup> June 2024

Class 6 – KS2 SATs week commencing Monday 13<sup>th</sup> May 2024

### **Children taken ill during the school day**

If children are taken ill during the school day, we endeavour to contact parents and make suitable arrangements for their child to be collected from school. We recognise how inconvenient this can be and therefore only send for parents if we feel it is necessary.

### **Lost Property**

Please could you ensure that **all** items of clothing are marked with your child's name. We endeavour to return items of lost property directly to the owner. Each class has a lost property box which is located in the classroom. At the end of each half term, all lost property is put on the playground for parents to claim.

### **Contact Details**

We would be most grateful if you could ensure that emergency contact details are kept up to date. If you have any change in phone numbers, please call at the office so the staff will update our records.

### **Accidents**

If a child needs medical treatment, parents are contacted immediately.

If they have a minor injury at school and is given first aid, this is recorded and your child will bring home a bump note.

### **Administering Medication**

Staff need to be aware of your child's medical background, in particular, any allergies (e.g. bee stings, dairy food), any dietary restrictions (e.g. vegetarian or Halal) and any medical conditions that are important for us to know (e.g. asthma or eczema).

If it is necessary for a child to be given a prescribed medicine at school, because the dose has to be administered four times a day, please complete a medicine form which can be collected from the school office.

The DFE documentation 'Supporting pupils at school with medical conditions' (2015) states that where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours. If this cannot be arranged and medication must be provided during the school day, staff will administer medication approved by the Headteacher. Staff can administer most types of short term medications that have been prescribed by a doctor, for example antibiotics, provided the parent has completed the Administering Medication Form to request us to do so on their behalf. This form is available from the school office.

Pain relief that has not been prescribed by a doctor e.g. Paracetamol or Ibuprofen can be administered at the head teacher's discretion for the following circumstances: • Broken limb • Following an operation



Staff will not be able to administer the following:

- Eye drops; injections; any 'timed' medication or specialist treatment which would result in serious consequences to a pupil if staff were to forget to administer the dose at a precise time of day.
- Packets of medicated sweets are unsuitable for pupils to have at school as we are unable to monitor if these are being eaten at the correct time intervals.

Pupils who need to take long term medication for example inhalers to relieve asthma will be supervised by staff provided the parent has completed the Administering Medication Form to request this. Medication for other medical conditions may be administered by school staff after discussion with parents. We may need to seek advice from outside agencies for example school nursing and will need to be trained in how to appropriately administer certain medications for example the use of an EpiPen for pupils who have severe allergic reaction to certain triggers. The schools 'supporting pupils with medical conditions' policy provides a clear process for developing individual healthcare plans.

Parents are welcome to come to school to administer medication to their child if they would prefer to do so.

### **Individual healthcare plans**

Some pupils may require their own individual healthcare plan. This will be written by the school alongside external agencies such as school nursing to support pupils with long term, complex medical conditions whilst at school.

### **PPA Time**

All teachers have a statutory entitlement to 10% non-contact time to enable them to plan lessons and assess pupils' work. We are fortunate in that Mrs Stacey covers PPA time in Class 5. Planning for these lessons is done in consultation with the class teacher and is within the school's schemes of work. PPA works out at a half day per week.

### **Reading**

Reading is at the heart of all we do at Thurgoland School because it opens the door to learning. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material will learn. The more a child learns, the more they will want to find out. We want your child to love to listen to stories, love reading and want to read themselves. This is why we work hard throughout school from Class R to Class 6, to make sure our children develop a love of books as well as simply learning to read.

### **KS2**

From Year 3 to 6, when children have completed their phonics programme and are able to decode text well, we ensure that children continue to read regularly. To support their knowledge of comprehension, KS2 children participate in a 30 minute whole-class 'echo reading' session each morning. The teaching of whole –class reading focuses on question types called VIPERS (vocabulary, inference, prediction,

explanation, retrieval and summary). Reading of high-quality class texts are modelled by the teacher and answering reading comprehension questions are taught explicitly. The focus text for each unit of work also supports our writing.

In addition, children are also encouraged to read at school for enjoyment each day. During these sessions, children are able to read individually, to a teacher and in some classes, participate in group reading. All children are benchmarked each term and are provided with a reading book matching their current level of reading ability. Your child is able to change their book in the classroom, once they have read them. Teachers will also listen to your child read regularly and support them through key questioning and in-depth discussions about the text.

If your child needs extra support with their reading, they will become regular readers which means they will read at school with an adult a number of times a week. Some children require extra support with reading accuracy (their ability to know and blend sounds in words) while other children require additional support with reading fluency (the pace and rhythm of reading taking into account of the punctuation.) Many children may also require additional support with reading comprehension (orally answering questions about the text they have read.) They will also be provided with a reading diary which is then used by teachers, parents and children to log their reading and used as communication between adults who are supporting the child.

Each class also has a list of age appropriate, recommended reads chosen by class teachers which children are encouraged to read throughout the year. They are asked to take these home to share with an adult. These are updated regularly and new books added throughout the year to inspire the children and develop their love of reading. Upper KS2 classes also have a variety of newspapers and magazines available for children to read from. Daily story times throughout school are a feature in all classes.

The school library is open every lunchtime for KS2 children to select books and borrow anything that is of interest to them. We have a lovely team of 'Little Librarians' who spend time with the children, talking about what they may like to read and help them sign out up to 3 books at a time. Our responsible librarians will also encourage children to return books when they are due with a gentle reminder.

At Thurgoland, we promote and celebrate reading for the whole school through a number of exciting activities including World Book Day (where children dress up as book characters and share their favourite books), visiting authors and book fairs.

All children are encouraged to read at home from Early Years up to Year 6. Although your child will bring home appropriate books from school, children are encouraged to read any of their favourite texts from home or share books with their parents. These can include comics, magazines, newspapers or websites.

We know how important reading is, and really value the enjoyment reading brings. Learning to read opens doors for children and offers them opportunities to learn more and know more. They truly can read to learn! As well as a vital life skill, reading can broaden all our horizons and bring endless pleasure; that is why reading is at the heart of Thurgoland Primary School.

**If you have any further queries about how we teach reading, please don't hesitate to get in touch with your child's class teacher.**

## **Spelling**

### **Classes 3-6**

At the beginning of the year, children will be sent home with the statutory spelling lists for that academic year. Although the list may seem daunting at first, the expectation is that children learn and use words from this list each week and build up their knowledge of the vocabulary as the year progresses. Children in KS2 have a standalone 30-40 minute spelling lesson once a week. These lessons are based around a particular spelling rule. Children will be set a list of spellings to practise as homework each week, the words will be displayed in the classroom and we then would encourage children to spell the words correctly in future pieces of writing. Our aim is for children to use words which follow the rules accurately in their writing. At the end of each half term, children will be tested on a selection of these 'statutory' words – any words they find particularly tricky will be communicated with parents so that you can help support them at home.

### **Spellings on Class Dojo**

The spelling list of common exception words to learn each half term will be available on Class Dojo. All children are expected to complete spelling homework on a weekly basis; this will be set every Friday under the activity 'Creative Spelling Homework'. Each week children are required to choose some words from their half termly list to practise in a creative way and upload onto Class Dojo to enter the creative spelling prize which will be awarded each Friday within their class. We encourage children to not just practise the spelling of the common exception words but to apply their learning of the words for example; understanding the meanings and use within their writing.

### **In School Practise**

At Thurgoland Primary, all children are supported to learn words within their classes through handwriting practise, flashcards and spelling tests to review and revisit their learning of these spellings. Results from the spelling tests will be shared with parents.

## **Times Tables**

Learning multiplication facts is a vital part of any child's mathematical development. Once rapid recall of multiplication facts becomes possible, a whole host of mathematical activities will seem easier. Children need to be able to recall multiplication facts in any order and also to derive associated division facts. The National Curriculum's expectations for each year group are set out below:

- Year 1 - Count forwards and backwards in steps of 2, 5 and 10.
- Year 2 - Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables up to 12x in any order.
- Year 3 - Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables up to 12x in any order.
- Year 4 - Recall and use multiplication and division facts up to 12x12 in any order.
- Year 5 and 6 - Recall and use multiplication and division facts up to 12x12 and apply knowledge to help solve decimal multiplication and division, e.g.  $12 \times 12 = 144$  so  $12 \times 1.2 = 14.4$

Please encourage children to practise their multiplication facts as these are important in all areas of the curriculum. The emphasis is on accurate recall. All children will be given user names and passwords for TT Rockstars so that they can access this online programme at home. <https://trockstars.com/>

## **Homework**

### **Our approach to homework**

At Thurgoland our approach to homework is quality not quantity; we believe that children should have the time outside of school to grow and develop in different ways. Here is a little more information about our approach:

- Homework activities will be focused around developing children's basic skills in reading, spelling and number facts. If you would like to spend more time completing homework, we will also set optional creative topic research-based projects each term (see homework grid at the end of this document).
- From time-to-time, children may bring home a piece of work they have missed through absence, or for further reinforcement.
- Homework will be given every Friday to complement work done in class. All homework will be due back on the following Thursday.
- There will be a homework club in school for children who do not have a quiet space to complete activities at home.

### **Feedback on homework activities:**

Reading – Teachers will listen to 2 minutes of your child reading on Class Dojo and reply with a comment to praise or provide next steps for your child's reading. We feel it is important to maintain this home-school link for reading so please feel free to comment back.

Numbots / TT Rockstars practice – Teachers will check the weekly class statistics to monitor children's performance on TT Rockstars. Teachers will analyse any misconception and re-teach these in lesson times.

Creative spellings – Teachers will look at creative spellings and use the 'love heart' symbol to give praise.

Optional topic work – we would encourage your child to bring any topic projects into school to share and celebrate with their class, we are also building up a history timeline display in school. If this isn't possible, feel free to post on Class Dojo to share with your teachers and they will comment when appropriate.

### **Online homework platform – Class Dojo**

Homework will be set on an online learning app called Class Dojo - this can be downloaded onto tablets, phones or iPads (it can be used on computers, but it is much more accessible and easier to use on phones, iPad or tablets).

The weekly tasks can be completed on the app and do not need printing off. On the app the children are able to add text, write annotations, take photographs or draw – each activity will have instructions.

We kindly ask that you download the Class Dojo app and log onto it with your child, they will have done this in school and have brought home a log on sheet with instructions.

How Do I Set-Up My child's Account?

In order to set up from the website, iOS or Android, you'll need to have a student code for your child. This is a 7-9 digit code that starts with an "S." **These will be given out in September 2023.** If you don't have this code, please ask your teacher for it. For privacy reasons, teachers need to pass this info to you.

Once you have your student code, you can get started.

#### **From the Web:**

1. Navigate to [www.classdojo.com](https://www.classdojo.com)
2. Click on "Sign Up" and select "Student" from the pop up
3. Click on "I don't have a QR code"
4. Create a username, select your age, and create a password (write down the username and password as these will be used to login later)
5. Click on "Add a Class" and enter the student code
6. Enter your student code and your parent email (email will be used to send you an email to verify your student's account)

Once your student's account has been created, you'll need to give your permission for the account:

1. Log into your parent account at <https://home.classdojo.com>
2. Click on the "Your Kids" button
3. Click on the student's name from the left side of the screen
4. Click on the "Confirm Account" button on the right

#### **From iOS**

1. Open the app and select "I'm a Student" Note: If you're logged in as a parent, log out, then tap the "+" icon, then select "I'm a Student."
2. Tap on "I Don't Have a Code"
3. Enter the student code your teacher gave you and tap "Check Code"
4. Enter your child's birthday
5. Create a username and tap "Next"
6. Create a password and tap "Next"
7. Your child can now design their avatar Monster, or tap "Continue" to bypass. Children can modify their avatar at any time.
8. Enter your parent email and tap "Finish." This email will be used to provide your child with permission to have an active account with ClassDojo.

Once your child's account has been created, you'll need to give your permission for the account.

1. Log into your parent account at <https://home.classdojo.com>

2. Click on the "Your Kids" button
3. Click on the student's name from the left side of the screen
4. Click on the "Confirm Account" button on the right

### From Android

1. Open the app and select "I'm a Student" Note: If you're logged in as a parent, log out, then tap the "+" icon, then select "I'm a Student."
2. Tap on "I Don't Have a Code"
3. Enter the student code your teacher gave you and tap "Check Code"
4. Create a username and password, and set your age (Be sure to write down the username and password as this will be used to login later)
5. Enter your parent email and tap "Invite." This email will be used to provide your student with permission to have an active account with ClassDojo.

Once your student's account has been created, you'll need to give your permission for the account.

1. Log into your parent account at <https://home.classdojo.com>
2. Click on the "Your Kids" button
3. Click on the student's name from the left side of the screen
4. Click on the "Confirm Account" button on the right.

It is vital we have this communication set up to complete homework tasks and to set, complete and feedback on any remote learning as is needed.

If you have any problems or questions about Class Dojos, please do not hesitate to ask or email the school office and your email will be forward to the teacher.

### It is our policy to set homework as follows:

Class	Suggested daily time completing the activities  *This is only a suggestion as we appreciate on some days your family will have other commitments *	Activities
Class R	5-10 minutes in total per evening	<ul style="list-style-type: none"> <li>• Autumn term: Regular reading to an adult *</li> <li>• Spring term: read to an adult and choose number activities from grid (to be set January 2023).</li> <li>• Summer term: read to an adult, choose number activities from grid and creative spelling using RED words from phonics book.</li> </ul>



		<ul style="list-style-type: none"> <li>• Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</li> </ul>
<b>Class 1</b>	5-10 mins in total per evening	<ul style="list-style-type: none"> <li>• Regular reading to an adult *</li> <li>• Daily number facts practise - Numbots / TT rockstars.</li> <li>• Weekly creative spellings.</li> <li>• Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</li> </ul>
<b>Class 2</b>	5 – 10 minutes in total per evening	<ul style="list-style-type: none"> <li>• Regular reading to an adult *and weekly reading activity.</li> <li>• Daily number facts practise - Numbots / TT rockstars.</li> <li>• Weekly creative spellings.</li> </ul> <p>Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</p>
<b>Class 3, 4 and 5</b>	10 – 15 mins in total per evening	<ul style="list-style-type: none"> <li>• Regular reading to an adult / regular sustained private reading *</li> <li>• Daily number facts practise - TT rockstars.</li> <li>• Weekly creative spellings.</li> </ul> <p>Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</p>
<b>Years 6</b>	20 minutes in total per evening	<ul style="list-style-type: none"> <li>• Regular sustained private reading *</li> <li>• Daily number facts practise - TT rockstars.</li> <li>• Weekly creative spellings.</li> <li>• From Spring term: weekly maths or comprehension activities set.</li> </ul> <p>Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</p>

\* We ask that families upload to Class Dojo a 2 minute recording (video/audio) of their child reading once per week \*

## Assessment

At Thurgoland C.E. School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

### Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment, which are completed in the first half term.
- Phonics screening check in year 1
- Multiplication Check Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## Uniform

Please ensure that all clothing worn or brought into school is named!

We encourage all children to wear school uniform. This consists of:

- Navy sweatshirts / cardigans
- White or navy polo shirts
- Grey or navy skirts / trousers
- Navy / white t-shirts
- Blue and white checked dresses (not available from school)

The above items, plus navy waterproof jackets and fleeces can be purchased at:

<http://thurgolandprimary.org/wp-content/uploads/2023/06/Unform-Information.pdf>

We ask children to make sensible choices with regard to jewellery, shoes or hairstyles, ensuring that they are appropriately dressed for a school environment to be safe.

## P.E. Kit

P.E. in Class 5 is on Monday and Wednesday.

Pupils in Classes 3-6 are asked to wear their PE uniform to school on their two scheduled PE days. (You will be notified of these days by your child's new class teacher).

By wearing their PE uniform to school:

- Pupils will be able to have longer for lessons as no time will be lost on changing for PE;
- It will ensure pupils' privacy and dignity as boys/girls won't need to change in mixed groups;
- There will be more space in cloakroom areas;
- As a Platinum School for Sport, all pupils will be wearing an appropriate kit that enables them to participate fully in lessons.

The new official PE uniform consists of:

- The new PE Team T-Shirt in Navy Blue
- Plain navy or dark coloured jogging bottoms or leggings;
- Plain, dark shorts
- 'Lightweight' Trainers i.e. not boot like trainers (these need to be suitable for outdoor physical activity. Black plimsolls will no longer be suitable as these are not waterproof or as practical to walk to school in/wear all day);
- Pupils can wear outdoor coats, school jumpers, a plain navy sweatshirt or a fleece over their PE uniform to travel to school/play outside.

Please make sure that you clearly label all pieces of your child's clothing, as they are very easily lost if not labelled.

Pupils are not allowed to wear jewellery (this includes earrings) in P.E. lessons. Children need to be able to remove their own earrings as well as put them back in.

## **Water**

Children need to bring their own NAMED water bottle. The school has filtered tap water in the classroom, from which refills can be made. Children are encouraged / allowed to drink at appropriate times throughout the day.

## **Milk**

Children can be provided daily with a carton of milk for the morning break on request from-  
[www.schoolmilkuk.co.uk](http://www.schoolmilkuk.co.uk)

## **Snacks**

Children in KS2 are allowed to bring an extra piece of fruit/vegetable from home if they would like. Children who bring a packed lunch should only eat these at lunchtime alongside their peers in the dinner hall.

\*Note we are a nut free school\*

## **School Dinners**

At school we manage our own kitchen. The meals are sourced locally and are of good quality and well balanced. Children have a choice of two hot meals or a Jacket Potato (plus salad bar). Children select their own dinners each day for the next day.

We would appreciate your support if you would encourage your child to choose the school meal option rather than bring sandwiches from home.

Please could you give us plenty of notice if your child is changing from a school provided meal to bringing a packed lunch from home.

Payment for school dinners, which should be made in advance, can be made weekly, half-termly, termly or with each menu. Cheques should be made payable to Thurgoland C.E. Primary School. Dinners cost £2.50 a day.