



# Information booklet for Class R

## Brilliant Blue Whales

### 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



LEARNING TOGETHER  
IN FAITH & JOY

## **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 CROMS.

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

The Reception team is made up of Mrs Mackie (teacher), Mrs Bamforth (teaching assistant) and Mrs Eynon (teaching assistant).

The classroom is located at the top of the corridor on the right-hand side.

## Our Aim

Our aim in Class R is to help your child to be their BEST SELF. Children are offered a broad and exciting curriculum where we foster their love of learning. We encourage and support them to take increased personal responsibility for their learning behaviours while supporting them to become more independent learners as they prepare for their transition to Key Stage 1, Class 1.

Learning and development follow areas of the Early Years Curriculum known as Early Years Foundation Stage (EYFS) which supports children from birth to the end of their reception year at school. We began implementing the revised EYFS curriculum in September 2021.

**There are 7 areas of learning and development.**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and inter-connected.

**The curriculum is planned around four main themes:**

### 3 Prime Areas

Personal, Social and Emotional Development (PSED)	Communication and Language (C&L)	Physical Development (PD)
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4 Specific Areas			
Literacy (L)	Mathematics (M)	Understanding the World (Utw)	Expressive Arts and Design (EAD)

Alongside these areas of development there are also the Characteristics of Effective Teaching and Learning which describe **how** your child learns best.

The 3 Characteristics of Effective Learning are:

1. **Playing and Exploring** - Engagement - Finding out and exploring, playing with what they know and being willing to 'have a go'.
2. **Active Learning** - Motivation - Being involved and concentrating, keep trying, enjoying achieving what they set out to do.
3. **Creating and thinking critically** - Thinking - Having their own ideas, making links, choosing ways to do things.

### Assessment

From September 2021 Reception Baseline Assessment (RBA) became statutory for all children. It is a short and simple check of a child's early literacy, communication, language and maths skills when they begin school.

The assessment forms the start of how schools are helping their pupils to progress between reception and year 6. Our school and families do not receive any 'results' or feedback; it is for the department of education purposes.

Your child does not need to prepare. There is no pass mark or score and your child should not realise they're doing an assessment. It is a sequence of activities.

More information is here: <https://rba.campaign.gov.uk>

### 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.

## **In The Brilliant Blue Whales Class**

At Thurgoland School, we waste no time at all to ensure our passion for reading is shared by giving every child starting in Class R a book. On home visits and the information welcome meeting, we explain what support and engagement is expected at home and from the liaison diary.

We start teaching phonics using the Read, Write Inc. programme straight away to get the children off to a flying start with both reading and writing. Children learn how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading, but it also helps children to learn to spell well. As part of this programme, children also practise reading and spelling 'tricky words, such as 'the', 'have' and 'said'. At Thurgoland, we insist that children learn to decode words effortlessly so that all their energy can be put into understanding what they read. It allows them to spell effortlessly so that they can put all their energy into composing what they write.

Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they can read and this does wonders for their confidence.

Early readers are taught:

- Grapheme–phoneme correspondences (the sound that is made by the written version of a letter or group of letters) in a clearly defined sequence.
- To blend sounds in order all through a word to read it.
- To segment words into individual sounds for spelling.

Teachers follow a carefully designed curriculum which teaches all word knowledge and skills in the Alphabetic Code. Children are taught in groups according to their phonic knowledge and their ability to read words. The groups are flexible and led by both Teachers and Teaching Assistants. All lessons follow a defined structure using Read Write Inc. planning. All staff undertake training to deliver phonics. Phonics Assessments are undertaken by the Phonics Coordinator on a 7 weekly basis.

All staff in Class R regularly read to the children so that the children get to know and love all sort of stories, poems and information books. Two daily story times help to extend children's vocabulary and comprehension, as well as supporting their writing.

Children read 1:1 with teachers, teaching assistants, trained reading volunteers, and sometimes to reading partners.

Your child will bring home 3 books weekly:

1-A book at their phonics knowledge level.

2-A school library book.

3-A book from Reception 100 Recommended Reading books from our class library.

## **What can parents/carers do to help?**

Every child is provided with a reading book which they will be able to decode using their current level of phonic knowledge. We encourage this to read and re-read at home to develop their reading fluency. Fluency is vital. Below is a link to a video clip which shows the programme in action and explains

everything, including 'Fred talk'!

<http://www.oup.com/oxed/primary/rwi/aboutrwi/video/>

We ask that the children regularly share their reading books with a grown up at home. Our expectation is **four times per week at least**. This regular practise is invaluable and enables children to progress more quickly and confidently. Each child has a reading diary where parents, teachers and children can make comments on their reading.

Make reading fun! Remember to keep reading to your child. They will then come across far more adventurous words than in their own first reading books and you will be helping them to grow a vast vocabulary and develop a deeper understanding of different stories. Most of all, it will encourage them to love books and want to read more. If a child sees and hears an adult reading, they are inspired by them!

**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 in The Brilliant Blue Whales Class**

Children in The Brilliant Blue Whales Class bring home a key word list/bookmark. Please encourage them to read the words and see if you can find the words within their reading books, your books/magazines and in print in the environment. Then progress to learning to spell the words.

### **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.

### **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 10<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 Bamforth covers PPA time in Class R. 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.

## Handwriting

### Our curriculum

Kinetic letters is a handwriting program designed to enable children to develop legible handwriting that is produced quickly and automatically. Your child will learn the formation of lowercase letters, capitals and numbers based on a set of rules and movements that have been made as simple as possible to enable fast learning.

### Four threads of learning

The teaching and learning of handwriting is divided into 4 main threads designed to promote automaticity and fluency for writing. Each handwriting lesson captures elements of the strands below and focuses on 1 letter per lesson.

1. **Making bodies stronger:** Children will learn how to strengthen their core body and arms to enable them to control their fingers precisely. Children learn different animal poses to support their body strength (penguin, bear, meerkat, lion and lizard).
2. **Holding the pencil:** Children will learn a specific pencil grip (three friends hold) to ensure they have a comfortable pencil grip to allow writing for sustained periods of time.
3. **Learning the letters:** Children will learn the movements to form the letters, they start with whole body movements and progress through writing in sand trays, to writing on whiteboards and finally writing onto paper. Children will learn through rhymes and meeting 2 characters Bounce the Brave monkey who forms his letters starting at the tall branch and Skip the Scared monkey who forms his letters on the lower branch. This teaches children the height of letters.
4. **Flow and fluency:** letter movements are minimized to help a fast-writing style and joining is introduced in Year 2 to enable flow and fluency as they progress into Key Stage 2.

### How to support your child at home

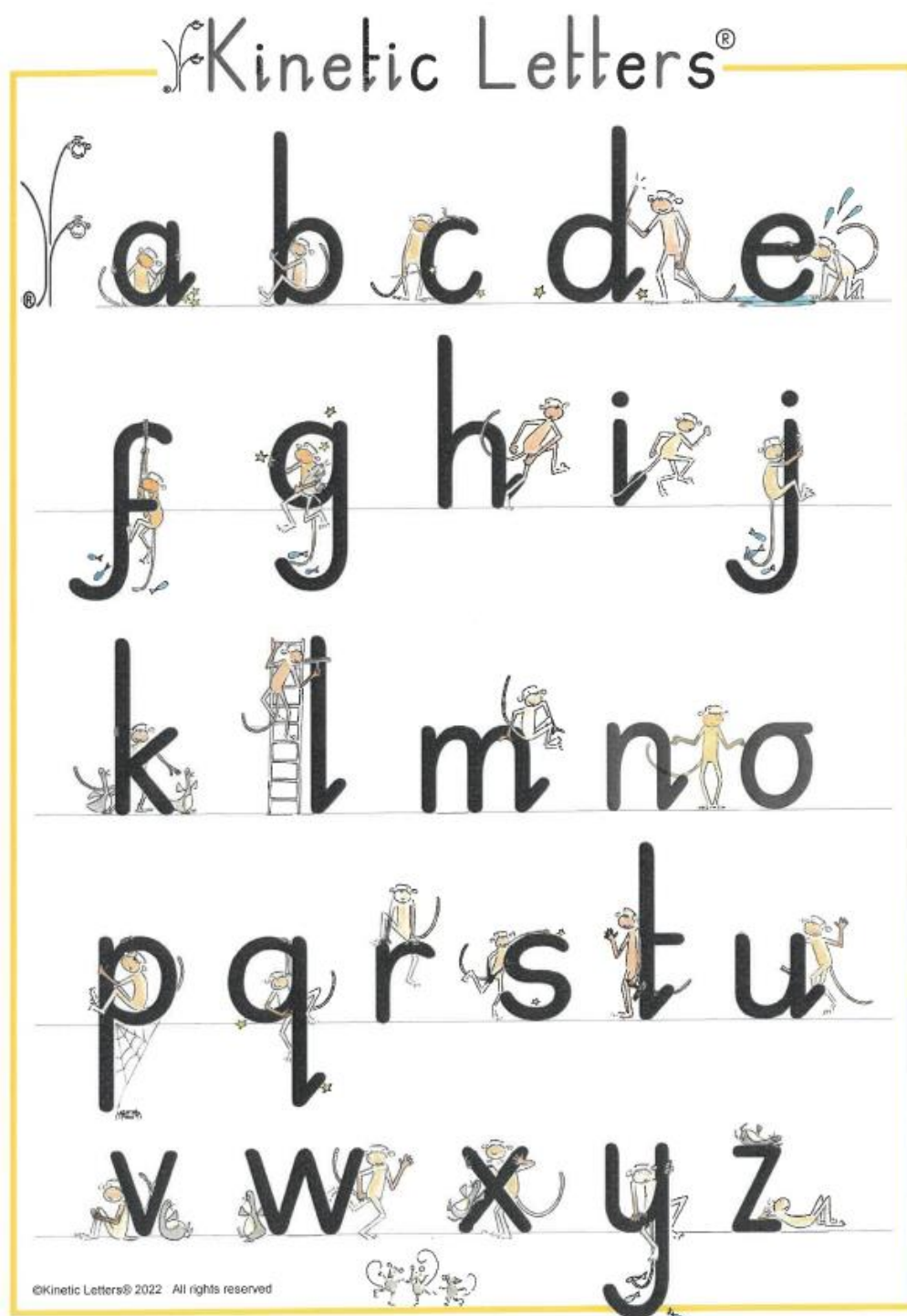
Each day your child will have a handwriting lesson where they will focus on learning 1 letter from the letter family. To support your child's handwriting development, you could revise the letter taught that day or on previous days by practising learning the rhyme and drawing first with bode movements and progressing to writing into sand, whiteboards or on paper. Feel free to be creative when practising, flour makes a great sand tray replica or shaving foam.

Practise fine motor and refined finger movements to help strengthen up your child's pencil grip using the 3 friends hold. Ask your child to sing the 3 friends hold song to ensure they are in the correct pencil grip when writing at home. Refined finger movement exercises can include:

- Moving objects with tweezers
- Using their thumb and index finger to pick up small items

- Drawing zig zags, spirals, shapes whilst holding the pencil in 3 friends hold

Please see following pages to support implementing Kinetic letters at home and practising learning the letter rhymes and formation of your letters.



**Kinetic Letters Letter Trail wording: Lower-Case letters - in Letter Families**  
(Family Features- the moves that the Letter Family have in common - are in red)

**Jumper Family**

- h** Down-bump. Back up. Push over. Down-bump. Flick.
- n** Down-bump. Back up. Push over. Down-bump. Flick.
- m** Down-bump. Back up. Push over. Down-bump. Back up. Push over. Down-bump. Flick.
- r** Down-bump. Back up. Push over.
- b** Down-bump. Back up. Push over. Pull in (along the ground and hug the tree).
- p** Down, on-Down. Back up. Push (the cobwebs off). Pull-in (and hug the tree).

**Abracadabra Family**

- c** Pull around and Push (along the ground).
- o** Pull around and Push (along the ground). Abracadabra! On round and Push a tiny line.
- a** Pull around and Push (along the ground). Abracadabra! Up (like a helicopter). Down-bump. Flick.
- d** Pull around and Push (along the ground). Abracadabra! Up, on-up. Down-bump. Flick.
- g** Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Pull around (to catch the fish).
- q** Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Flick (out the leaves).
- s** Pull around and Push. Abracadabra! Pull back (along the ground)

**Window Cleaner Family**

- l** Down-bump. Flick (the water off).
- i** Down-bump. Flick (the water off). -pen off- Put on a dot.
- t** Down-bump. Flick (the water off). -pen off- Push a line across.
- u** Down. Push (along the ground). Up. Down-bump. Flick (the water off)

**Special Squirrel**

- e** Push across. Up. Pull around and Push(along the ground).

**Fisher Family**

- j** Down-on down and Pull around (to catch the fish). -pen off- Put on a dot.
- g** Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Pull around (to catch the fish).
- y** Down. Push (along the ground). Up. Down, on-down and Pull around (to catch the fish).
- f** Pull around. Down, on-down and Pull around (to catch the fish). -pen off- Push a line across.

**Slider Family**

- v** Slide down. Slide up.
- w** Slide down. Slide up. Slide down. Slide up.
- x** Slide down -pen off- Slide down.
- z** Push across. Slide down. Push across.
- k** Down-bump. -pen off- Slide in. Slide out.



## Kinetic Letters Letter Trail wording: Upper-Case letters - in formation groups

### Straight Lines group

- I Down-bump. *-pen off-* Push a top line across. *-pen off-* Push a line (along the ground).
- L Down-bump. Push a line (along the ground).
- E Down-bump. Push a line (along the ground). *-pen off-* Push a top line across. *-pen off-* Push a middle line across.
- F Down-bump. *-pen off-* Push a top line across. *-pen off-* Push a middle line across.
- H Down-bump. *-pen off-* Down-bump. *-pen off-* Push a middle line across.
- T Down-bump. *-pen off-* Push a top line across.

### Curves Group

- C Pull around and Push (along the ground).
- O Pull around and Push (along the ground). On round and join.
- S Pull around and Push. Pull back (along the ground).
- G Pull around and Push (along the ground). Up. Down-bump. *-pen off-* Push a middle line across.
- Q Pull around and Push (along the ground). On round and join. *-pen off-* Slide a little line down.

### Lines then Curves group

- D Down-bump. *-pen off-* Push over. Pull in (along the ground).
- P Down-bump. *-pen off-* Push over. Pull in (to Skip's branch).
- B Down-bump. *-pen off-* Push over. Pull in (to Skip's branch). Push over. Pull in (along the ground).
- R Down-bump. *-pen off-* Push over. Pull in (to Skip's branch). Slide down.
- J Down and Pull back (along the ground). *-pen off-* Push a top line across.
- U Down. Push (along the ground). Up.

### Sliding lines group

- A Slide down. *-pen off-* Slide down. *-pen off-* Push a middle line across.
- M Down-bump. *-pen off-* Slide down (to Skip's branch). Slide up. Down-bump.
- N Down-bump. *-pen off-* Slide down. Up.
- W Slide down. Slide up (to Skip's branch). Slide down. Slide up.
- V Slide down. Slide up.
- X Slide down. *-pen off-* Slide down.
- Z Push across. Slide down. Push across (along the ground).
- K Down-bump. *-pen off-* Slide in (to Skip's branch). Slide out.
- Y Slide down (to Skip's branch). Slide up. *-pen off-* Down-bump.

## Kinetic Letters Number Trails wording - in formation groups

### Pushing numbers

- 2 Push around. Pull and Slide down. Push a line (along the ground).
- 3 Push around. Pull in (to Skip's branch). Push around and Pull in (along the ground).
- 5 Down (to Skip's branch). Push around and Pull in (along the ground). *-pen off-* Push a top line across.
- 7 Push a top line across. Slide down.

### Pulling numbers

- 0 Pull around and Push (along the ground). On round and join.
- 6 Pull around and Push (along the ground). Up and Pull around (to Skip's branch).
- 9 Pull around (to Skip's branch) and Up. Down-bump.
- 8 Pull around (to Skip's branch) and Push. Pull back (along the ground). Push up. Pull back and join.
- 1 Down-bump.
- 4 Pull down (to just under Skip's branch). Push a line. *-pen off-* Down-bump.

## 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 is 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](http://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><li>• Plus, <b>optional</b> topic bingo boards – choose as many activities to complete as you like.</li></ul>

\* 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, is completed in the first half term.

## **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/Uniform-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**

In The Brilliant Blue Whales Class require a P.E. kit. Initially, this should consist of a t-shirt and shorts. In the summer term, a pair of pumps or trainers for outdoor PE and Sports Day. We enjoy P.E. twice a week (Thursday and Friday). We ask for P.E. kits to remain in school for the week, so that we always have them available. No earrings are allowed to be worn for PE and long hair must be tied back.

The 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. Please do not put water bottles in book bags-for soggy reasons!

## **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 Brilliant Blue Whale Class and KS1 are provided with fresh fruit / vegetables daily for their morning snack and 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-no cost for children in Brilliant Blue Whale Class**

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.

Children in Class R, 1 and 2 are entitled to a **free** school meal.