



Information booklet for Class 1

The Peaceful Pandas

Contact Information

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Website: 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 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 1

The Class 1 Team is made up of Mrs Gilder and Ms Lee (Teachers) and Mrs Harvey and Mrs Beecroft (Teaching Assistants)

The classroom is located at the top of the corridor, between Class R and Class 2.

In Class One, we love learning. We are a team and we look after each other. We strive to show kindness and thoughtfulness every day. We all know each other really well, we have big hearts and big personalities. In Class 1 we have a real 'love for learning' and this is shown when you walk through our classroom door. The children in Class 1 are hooked into their learning and are striving to 'be their best selves.'

Starting the year off in the Autumn Term we learn all about our local area- Thurgoland of course! We go on short walks to spot the human and physical features for our geography then we go on a hunt to compare old and new buildings in history! We learn all about ourselves in Science and PSHE. As we head towards the festivities at Christmas we aim high in our Nativity to be our best selves and put on an amazing show in the Holy Trinity Church. We also enjoy designing, creating and evaluating our very own Snowmen finger puppets!

As we enter the New Year into the Spring Term we aim high and explore new vocabulary as we learn all about toys that our Grandparents played with, writing reports about them. We also love to learn about animals around the world and in our local environment. As we are learning about our environment we create some habitats for our friends to live in.

Finally towards the Summer Term we head back in time and learn all about The Wright Brothers and investigate the best materials for use to use in making our own kites. This can be really tricky but we stay resilient and give everything a go! At the end of the year we learn all about the seaside and take a trip to answer the question 'Why do we love the seaside so much?'

We believe in Class 1 we should celebrate and show respect to all; therefore take great joy in participating in theme days and week such as Black History Month, anti-bullying and E-safety. We develop our pupils to be respectful, empathetic and understanding through learning how to express ourselves, keep ourselves and others safe and living together in the wider world.

Throughout the year we aim to go on trips and we have visitors into school to enhance our curriculum. We have online workshops with authors from books that we are familiar with. When learning about our local area we go on short walks to enhance our learning. We have visits from local farmers and we go to the Yorkshire Wildlife Park. To really bring our learning to life we also have some real life animals that join us for parts of our learning too!

Class 1 is where learning is exciting and where we all strive to show the best version of our self in all that we do.

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 8:50am - should be brought in through the main entrance as the pupil entrance door will be locked at 8:50am. 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 KS1 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 – 11:50 (KS1) 11:00 – 12:20 (KS2)	Maths	Maths / Tables Sticks / Spelling
11:50 – 12:30 (KS1) 12:20 – 13:00 (KS2)	Lunchtime	Lunchtime
12:30 – 14:00 (KS1) 13:00 – 14:15 (KS2)	Mastering Number / Tables Sticks Wider Curriculum	Spelling / Wider Curriculum
14:00 – 14:15 (KS1) 14:15 – 14:30 (KS2)	Break	Break
14:15 – 15:15 (KS1) 14:30 – 15:15 (KS2)	Wider Curriculum	Wider Curriculum
15:15	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 £5.50 / After School sessions are 3:30-6pm costing £8.50 / Holiday sessions are either 5.5 hours @ £17.50 or 10.5 hours @ £27.50

Please call 07748 177686, or email 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 9th June 2025

Class 2 – KS1 SATs week commencing Monday 5th May 2025

Class 4 – Year 4 Multiplication Check week commencing Monday 2nd June 2025

Class 6 – KS2 SATs week commencing Monday 12th May 2025

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 1. 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.

KS1

Class 1 and Class 2 have daily phonics devoted session; a story time and whole class reading sessions. The latter are taught in small groups and focus on objectives taken from the National Curriculum.

All classes read high quality shared texts where reading and writing combine, providing children with a deeper understanding of texts.

Reading comprehension is particularly emphasised Class 2 onwards where time is spent enabling the pupils to thoroughly understand what they have read, and therefore, develop recall, inference and the opportunity to form and justify opinions about what they have read. Books are carefully chosen to meet the needs and interests of the cohort and our staff develop teaching plans to enthuse the children. They often link into our wider curriculum and what we are learning about in science, history and geography.

Whole class reading in Class 2 is whole class where we share - read together to develop our accuracy and fluency using a class text.

We fully appreciate and accommodate that every child is different and children will learn to read at different speeds. The expectation for reading by the end of Year 2 is that all children can read fluently. Children have a weekly comprehension lesson to focus on developing children's understanding and develop the skills needed to comprehend a variety of texts.

In the summer term of Year 1, there is a statutory phonics check of all the children. The outcome is shared with parents. Children who do not pass this assessment in Year 1 retake it in Year 2 to ensure that they have made progress.

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'!

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!

Spelling KS1

In Key Stage One, all children are expected to be able to read and spell common exception words for their year group. These are words that do not follow particular spelling rules or are able to be phonetically decoded. It is a requirement that all pupils must be able to spell these words by the end of the year. Each half term, children will be set one list of common exception words to learn at home every week and will complete a spelling test at the end of each half term to review their learning. Any words that children spell incorrectly will be sent home alongside their new list at the start of the following half term to revisit and learn.

Spellings on Class Dojos

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. 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 12×12 in any order.
- Year 5 and 6 - Recall and use multiplication and division facts up to 12×12 and apply knowledge to help solve decimal multiplication and division, e.g. $12 \times 12 = 144$ so $12 \times 1.2 = 14.4$

In school, a daily Tables Stick session is delivered. In line with EEF (Education Endowment Foundation) guidance for improving the teaching of maths, Tables Stick provides a strategy-based approach for the teaching of times tables, supported by Tables Stick practical resources to deepen understanding and scaffold learning so the facts make sense for all children. This mastery approach, grounded in number sense, builds on what children already know and emphasises the rich patterns and connections between mathematical facts, locking them into long-term memory for fluent recall and application. As with all manipulatives, it is how they are used that makes the difference. The Tables Stick YouTube channel supports this approach and provides videos for each times table. See here for more information and links to video guidance:

<https://www.tablesstick.co.uk/forhome>

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/>

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

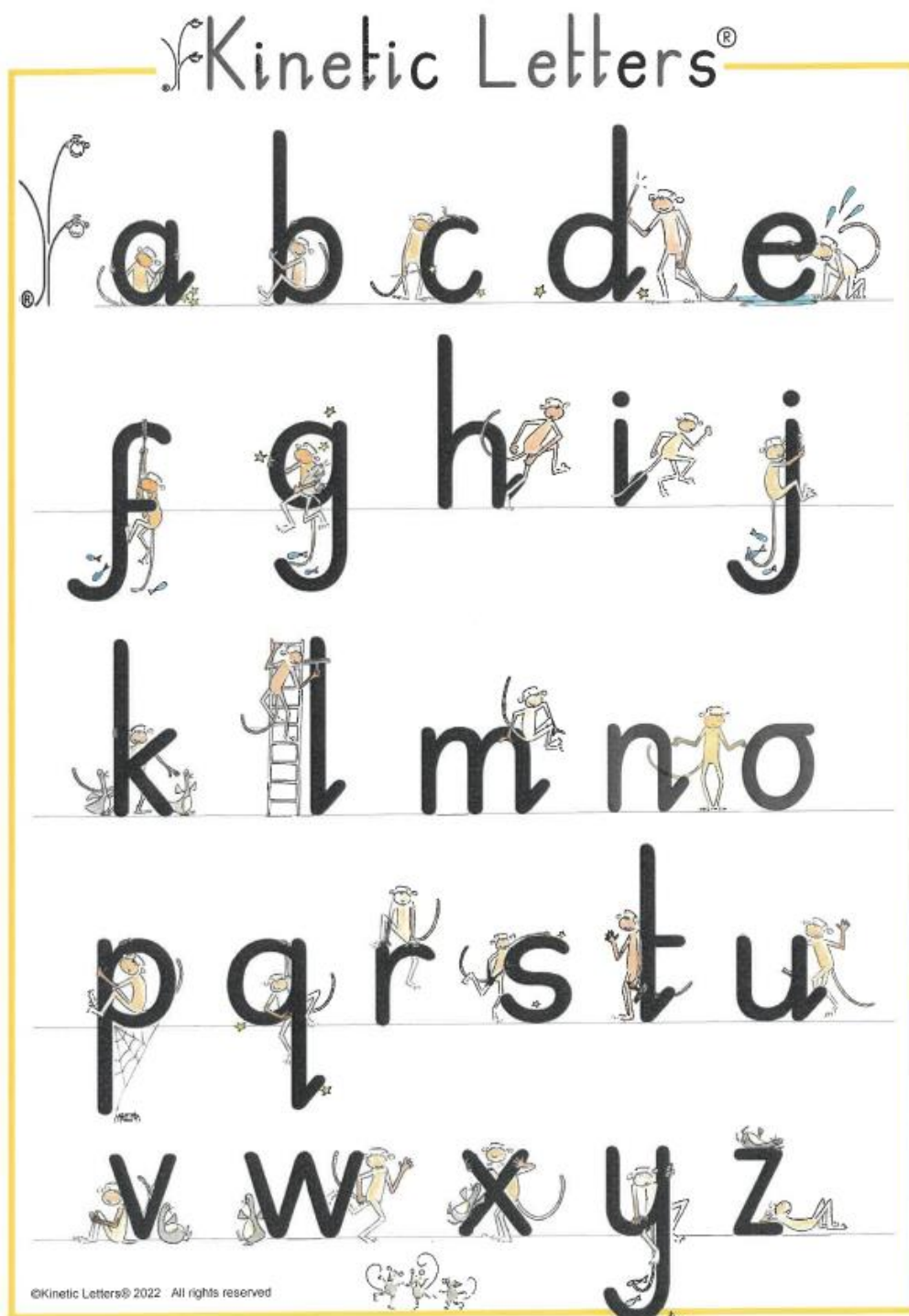
Each day your child will have a handwriting lesson where they will focus on learning 1 letter from the letter family. To support your child's handwriting development, you could revise the letter taught that day or on

previous days by practising learning the rhyme and drawing first with body 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 Squirter

- 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 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
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 <i>*This is only a suggestion as we appreciate on some days your family will have other commitments *</i>	Activities
Class R	5-10 minutes in total per evening	<ul style="list-style-type: none">• Autumn term: Regular reading to an adult *• Spring term: read to an adult and choose number activities from grid (to be set January 2023).• Summer term: read to an adult, choose number activities from grid and creative spelling using RED words from phonics book.• Plus, optional topic bingo boards – choose as many activities to complete as you like.
Class 1	5-10 mins in total per evening	<ul style="list-style-type: none">• Regular reading to an adult *• Daily number facts practise - Numbots / TT rockstars.• Weekly creative spellings.• Plus, optional topic bingo boards – choose as many activities to complete as you like.

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

Pupils in Class R, 1 and 2 will keep their PE kit in school and change for lessons in the classroom so that they learn how to undress/dress themselves.

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 -

<https://www.coolmilk.com/parents/>

Snacks

Children in 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

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). You select your child's meals at home via the gateway app, ideally weekly if possible or if you prefer you can choose your child's meals for the whole half term. Payment is taken when you book your child's meals or if you prefer you can put an amount onto their account to cover the half term. Dinners cost £2.75 a day.

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

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