

# Belleville Primary School



## Y4 and Y5 Parent Presentation

# The Y4 Team



Mr Bevan  
Class Teacher  
4B



Ms Common  
Class Teacher  
6DG



Ms Dee  
Class Teacher  
4D



Ms Grosvenor  
Class Teacher  
4G  
Year Leader



Ms Zombanakis  
Class Teacher  
4Z



Rachel Gaskin  
Teaching Assistant



Lily Boyd  
Teaching Assistant

# The Y5 Team



Mr Firth  
Class Teacher  
5F



Ms Frazer  
Class Teacher  
5M



Mr Hudd  
Class Teacher  
5LH



Ms Lindsay  
Class Teacher  
5LH



Mr Taylor  
Class Teacher  
5GT



Ms Telford  
Class Teacher  
5ST



Ms Morgans  
Teaching Assistant



Ms Scott  
Teaching Assistant



Ms Hunt  
Teaching Assistant

# Parent – Teacher Communication

- Staff will be available for brief conversations every day after school in the playground.
- Staff are always happy to make appointments to meet parents before or after school if necessary.
- If there are any urgent messages during the school day, please speak to our office staff.

# Working in Partnership

- **Aims:** We want your children to be safe; to have excellent social and emotional skills; and to achieve and succeed.
- This requires effective partnership between children, parents/ carers and staff, even when things do not go as we all would wish.
- Consistent support and open communication is vital.

# Belleville Senior Leadership Team



**John Grove**  
Q1E Executive  
Headteacher



**Sarah Atherton**  
Headteacher  
Juniors



**Mary-Lyne Latour**  
Headteacher  
Infants



**Suzette Coleman**  
Deputy Head  
Meteor Street Lead



**Simon Hudd**  
Assistant Head  
UKS2 Lead



**Laura Britten**  
Assistant Head  
EYFS Lead



**Hannah Coles**  
Assistant Head  
KS1 Lead



**Megan Shaw**  
Assistant Head  
Lower KS2 Lead



**Rachel Carruthers**  
Assistant Head  
Personal Development  
and Wellbeing Lead

# Our New Curriculum



In Quality First Education (Q1E) schools, all children receive a world class, inspirational and aspirational curriculum driven by the principles of improvement, excellence and equality. We have a broad and balanced approach rooted in subject disciplines, which ensures excellent personal, physical, academic, social, emotional, aesthetic and cultural development for all children.

## AT ITS CORE THE Q1E CURRICULUM HAS:

**L**  **LEARNERS** who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

**E**  **ENGAGEMENT**

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

**A**  **AMBITION**

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

**R**  **RELEVANCE**

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

**N**  **NURTURE**

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

# Routines

- Staggered start times – Year 6 start the day at 8:35am.
- Please enter and leave through the correct doors.
- Please ensure that any children who are late come via the office – this ensures that their lunch is correctly ordered.
- Pick-up time is at 3:20pm.
- Bring a water bottle (named) each day.
- Pack a healthy snack for break time – piece of fruit (or vegetable)/ half a sandwich (NB: We are a nut-free school).
- Please ensure all uniform is labelled.
- Mobile phones/ Smart watches (where applicable) – your child should hand theirs in to their teacher at start of the school day (NB: We recommend that any phone is a basic model).
- Medication – a form should be filled in by parents/ carers.



# Lunches

- Children will be eating lunch in the classroom.
- Please can children come to school knowing which lunch they would like.

# Uniforms

- Please ensure children arrive with clothing appropriate for the weather, especially if they are going on a trip.
  - Navy blue jumper (no hoodies), cardigan or fleece; light blue or white shirt or polo shirt; and grey, black or navy blue skirt, pinafore, shorts or trousers / plain tracksuit bottoms (no denim).
  - Jewellery – please avoid - children might be asked to remove if large.

# Trips and Visitors








































- We want to make the most of the exciting year ahead.
- Any connections you have which would help to bring the curriculum to life for the children would be greatly appreciated.
- We will be holding as many live talks over Zoom/ in-person as possible.

# Expectations/Systems

- Zones of Regulation (on which children are receiving lessons this week);
- Choices / consequences;
- Class reward systems;
- Achievement Assembly/badges; and
- C.A.R.E. merits



# Zones of regulation

Which Zone are you in?			
Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
<b>What might help you?</b>	<b>What could you do next?</b>	<b>What might help you?</b>	<b>What might help you?</b>
 Star jumps  Drinks  Stretch  Fresh air  Talk	 Help others  Keep listening  Challenge yourself  Stay focused	 Breath out <b>10</b> Count to 10  Quiet 5  Talk  Walk  Write it down	 Drink  Stop  Talk  Quiet space <b>10</b> Count to 10  Movement break

# Zones of Regulation

- Zones of Regulation categorises emotions into zones. It is similar to the traffic light system.
- **No zone is bad** and it is important to praise children when they identify what zone they are in even if it is red. We all find ourselves in each zone at different points.
- It helps give children strategies to help them in each zone.
- It teaches children the difference between feelings and behaviour. It is ok to feel any emotion, but we need to be in charge of our behaviour.
- **If you would like to find out more about how to support your child at home with the Zones of Regulation there will be a workshop on 28<sup>th</sup> September at 4.15pm.**

# Behaviour

- All incidents (from low – high) will be recorded.
- This allows us to spot patterns and help tackle issues.
- For any ‘medium’ or ‘high’ incidents, parents/ carers will be informed (awareness/ we can work together to support your child).

# Secondary Transfer

- We will be holding a Zoom meeting on Thursday at 6pm.
- For school visits:
  - send children to register at Belleville first where possible.
  - inform the office beforehand.
  - provide supporting documents (email/invites) so that we can have accurate registers.
- For independent schools, references can be provided.



# Study Time

- This is a time to meet children's varied needs, taking place in parallel to Guided Reading.
- It allows time for individualised and group interventions each day.
- It is a protected, 25-minute session each day.
- It gives all children more time to pre-learn, consolidate or deepen their learning.
- Children are welcome to bring books from home for independent reading or can borrow from class libraries
- Children may work with other staff who assist them with their learning.

# Homework

- This is set on Wednesday and due on the following Monday (from w/c 13<sup>th</sup> September):
  - Mathletics – 2 activities every week
  - SPAG.com – 1 activity set every other week
- If there are any problems with passwords etc., please ask the office as they can provide you with a new letter.
- Guided Reading homework: the time taken will vary from week to week.
- Reading: the recommended amount is 30 minutes per day.
- Spellings: these are glued into the Reading Record and assessed the following week.

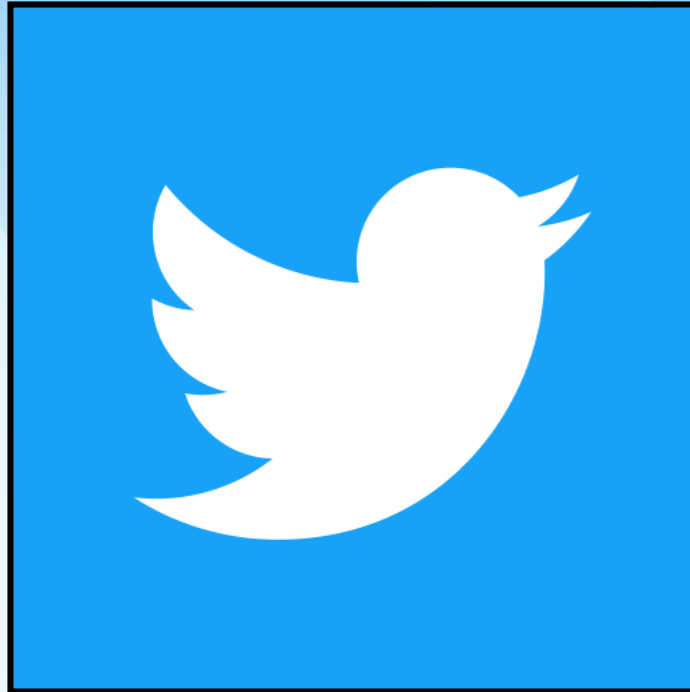
# Reading Records

- These are a strong form of communication between home and school – you can read and leave notes.
- Please ask your children to take a note of their wider reading in the Reading Record.

# Seesaw

- This is a fantastic resource which we started using during lockdown.
- We want to continue using as a means of communication.
- Sign-up letters will be sent home if you need to set-up an account.

# Twitter



@bellevillesch

# See you soon!

- We hope you share our excitement, but we also understand that it remains a time of uncertainty.
- If you have any concerns, please do not hesitate to speak to us at the end of the day, send a message with your child, or get in touch via the office.