



Meet the teacher
Year 5

Mr Kitchinson



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God's love



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Topics covered in Year Five

History

The Anglo-Saxons

The Vikings

Journeys: The Titanic

Geography

Changes in our local environment.

Europe: a Study of the Alpine Region

Journeys: Trade

Science

Out of this world: Our Solar System

Material World: Sorting and grouping Materials / Solutions and Mixtures

Circle of Life: Life Cycles (Animals and Plants)

Let's Get Moving: Forces and machines

Growing up and Growing Old: From baby to old age.

Amazing Changes: Real world Reactions





Attendance and Punctuality

Our attendance target for all students is
97% and above.



We will encourage good attendance by:

- Creating a positive environment where children feel safe and secure
- Making our Academy a lively, rewarding and interesting place to be.
- Ensuring careful monitoring of attendance data regularly
- Reminding parents/carers of their responsibilities.
- Working with parents/carers who's children may be experiencing difficulty in attending the Academy.
- Liaise with outside agencies where necessary regarding attendance issues.

If you are late:

School is open from 8:30am for early morning work. Registers are taken at 8:40am. Your child should be in school by 8:40am in order to prepare for the school day. If your child is late you will need to take them to the main entrance so that a reason for lateness can be given to a member of staff.

Monitoring Attendance & Concerns

We have a legal requirement to monitor children's attendance at school. If your child's attendance becomes a cause for concern we will contact you by letter, or telephone to arrange a meeting between home and school.



From September 2015, the government classifies any child whose attendance is under 90% as 'persistently absent' and encourages the involvement of outside agencies such as Targeted Support, Social Care and/or the school nurse (in cases of ongoing medical problems).

Legal Action

Legal proceedings may be taken by the Academy or Local Authority against parents where young people have a high level of unauthorised absence. This may be in the form of:

- Legal action through a Magistrates Court in accordance with the Education Act 1996
- Fixed Penalty Notices (see separate booklet).



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Behaviour expectations and rewards

St. Patrick's Golden Rules:

We are gentle
We don't hurt others

We are kind and helpful
We don't hurt anybody's feelings

We listen
We don't interrupt

We are honest
We don't cover up the truth

We work hard
We don't waste our own or others' time

We look after property
We don't waste or damage things



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Behaviour expectations and rewards

- earn points
- receive stickers
- have a praise message sent home
- choose a treat from our rewards catalogue
- sit at the golden table in the dining room
- receive a Celebration Assembly certificate
- participate in Golden Time activities
- participate in school events, competitions, trips, residential, after-school clubs
- represent school in outside events



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Communication

Class Email

Year5@st-patricksrc.notts.sch.uk

School Website

<https://www.st-patricksrc.notts.sch.uk/>

Parent Mail

Microsoft Teams



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Behaviour expectations and rewards



We do not accept or tolerate:

Negative behaviour:

- being disorganised
- off-task talking
- shouting out of turn
- walking around the classroom
- deliberate time wasting
- poor concentration
- a poor effort towards learning

- swinging on chairs
- a refusal to co-operate
- disruption to lessons
- answering back
- rudeness
- using school resources, equipment or environment inappropriately

Serious incidents:

- physical violence
- stealing
- bullying
- damage to property
- disrespect towards adults
- dishonesty
- swearing
- discriminatory insults

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Behaviour expectations and rewards



Teacher/TA	<ul style="list-style-type: none">○ 2 Verbal or a non-verbal reminder○ moved onto Amber○ 5 mins time out of playtime○ Child has 5 mins timeout of the lesson in a designated area in the classroom
Teacher /TA Parent	<ul style="list-style-type: none">○ 2 Verbal reminder and name moved onto red○ 10 mins time out of playtime○ Child has 5 mins timeout of the lesson in a designated area in the classroom○ Incident reported to parents
Teacher/TA SLT Parent	<ul style="list-style-type: none">○ Name moved onto blue○ Child is asked to leave the classroom and taken to the hall for the remainder of the lesson○ 1st time on blue level LB/CL asked to speak to the child○ 2nd time on blue level CP/EWC asked to speak to the child○ 3rd time on blue level JSM asked to speak to the child○ Loss of all breaktime○ 3 blue levels results in behaviour chart
Teacher SLT Parent	<p>Serious incident (depending on the severity)</p> <ul style="list-style-type: none">○ Parents informed of the incident○ Loss of all breaktimes for one day○ Consider internal isolation for one day○ 3 serious incidents results in a loss of enrichment activity
Teacher Head SENCO Parents	<p>Continued behaviour incidents after all of the above</p> <ul style="list-style-type: none">○ Loss of break time until behaviour has improved○ Consider fixed-term exclusion○ Consider permanent exclusion

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Reading books- accelerated reader and STAR assessments

- Accelerated reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.
- Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.
- Teachers will help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.
- If your child does not do well on the quiz,
 - the teacher or librarian may help your child:
 - Choose another book that is more appropriate.
 - Ask more probing questions as your child reads and before your child takes a quiz.
 - Pair your child with another student, or even have the book read to your child.
- In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.



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Reading books- accelerated reader and STAR assessments

Star Reading is a computerized reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child misses a question, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes



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STAR Maths assessment

Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

Your child may take a Star test for early literacy, math, reading, or other subjects of their teacher's choice



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