

# YEAR 4 INFORMATION



INFORMATION FOR PARENTS

WEDNESDAY 6<sup>TH</sup> SEPTEMBER 2023

**"I WILL INSTRUCT YOU AND TEACH YOU IN THE WAY YOU SHOULD GO; I WILL  
COUNSEL YOU WITH MY EYE UPON YOU." PSALM 32:8**

# WHOLE SCHOOL PRIORITIES

| AREA                             | PRIORITY   |
|----------------------------------|--|
| Quality of Education             | The quality of teaching is consistently at least good and all children are supported to achieve highly. Pupils benefit from a consistently good standard of religious education.   |
| Behaviour and Attitudes          | Pupils have high levels of attendance and they come to school on time. When this is not the case, the school takes swift and effective action.   |
| Personal Development             | Pupils, particularly disadvantaged pupils benefit from a wide, rich set of experiences and opportunities to develop their talents and interests. Pupils benefit from a consistently good standard of collective worship. |
| Leadership & Management          | All staff receive focused and highly effective professional development which strengthens the impact of middle leaders and translates into improvements in teaching.   |
| Quality of Early Years Education | Clear roles and responsibilities and the environment support the curriculum and language development. Staff check children's understanding to provide clear explanation and adapt teaching. Parents are fully involved.  |

# STAFF YOUR CHILD WILL TALK ABOUT

## Class Teachers



Mrs Thompson  
– 4B

Miss Batan  
– 4S

Phase Leader – Mr Thompson

## Teaching Assistants



Mrs Shakoor – 4B



Mrs Fletcher – 4S

## PPA



Mrs Birch



Miss O'Connor

## Pastoral



# MORNING ROUTINE

- ▶ Gates will be opened at 8:45am. Parents can enter the grounds with the children but must not enter the building with them.
- ▶ Children will be greeted at their classroom door by their teacher and registered as they enter.
- ▶ Lunch boxes will be placed on the correct trolley outside of the classroom.
- ▶ Children will then enter their room and select their lunch.
- ▶ They will then sit and complete the task the teacher has left for them.
- ▶ At 9:00am the doors and gates will be closed and lessons will begin.

# A WEEK IN THE LIFE OF YEAR 3

|           | 8:45 - 9:00  | 9:00 - 9:30    | 9:30 - 10:30 | 10:30 - 10:45 | 10:45 - 11 | 11:00 - 11:15 | 11:15 - 12:15          | 12:30 - 12:45 | 12:45 - 1:30 | 13:30 - 14:15 | 14:15 - 15:00     | 15:00 - 15:15 |
|-----------|--------------|----------------|--------------|---------------|------------|---------------|------------------------|---------------|--------------|---------------|-------------------|---------------|
| MONDAY    | MORNING TASK | KS2 Assembly   | MATHS        | SPELLING      | B          | Fluent in 5   | ENGLISH                | GR            | L            | PASTORAL RE   | TOPIC (Geography) | CLASS READER  |
| TUESDAY   |              | KS2 HYMNS      | MATHS        | GRAMMAR       | R          | Fluent in 5   | ENGLISH                | GR            | U            | INDOOR PE     | COMPUTING         | CLASS READER  |
| WEDNESDAY |              | PHASE ASSEMBLY | MATHS        | GRAMMAE       | E          | Fluent in 5   | ENGLISH                | GR            | N            | SCIENCE       | TOPIC (DT)        | CLASS READER  |
| THURSDAY  |              | P & L          | MATHS        | HW            | A          | Fluent in 5   | ENGLISH                | GR            | C            | OUTDOOR PE    | PASTORAL PSHE     | CLASS READER  |
| FRIDAY    |              | O & A ASSEMBLY | MATHS        | SPELLING      | K          | Fluent in 5   | ENGLISH SKILLS COMP/HW | GR            | H            | PASTORAL HRSE | MFL               | CLASS READER  |

# HOME LEARNING

- ▶ As your child is making the transition from Key Stage 1 to Key Stage 2, help and support from home is vital to ensure that your child achieves their potential.
- ▶ Ways you can help:
  - ▶ Encourage your child to read for at least 15 minutes three times a week and discuss what they have read. Record this on our reading app – Boom Reader (formally Go Read)
  - ▶ Remind your children to bring their home reading book into school each day so that they can be monitored and changed when required.
  - ▶ Practise their times tables either by asking them questions, recalling them out loud or by playing games (hit the button etc)

# LEARNING

Listen to your  
child read

Read to and  
with your child

Encourage  
wider reading



YOUR  
SCHOOL  
NEEDS  
YOU

Talk about books.  
Ask questions

Practise  
phonics,  
spellings, tables,  
number bonds

Ensure work done  
at home is of a  
good standard

CHILDREN MAKE THE MOST PROGRESS WHEN PARENTS SUPPORT THE WORK OF A SCHOOL

# CURRICULUM

|   |  |   |  |   |   |  |   |   |  |       |    |      |           |
|---|--|---|--|---|---|--|---|---|--|-------|----|------|-----------|
| <b>WE STRIVE FOR SUCCESS:</b>   | Self-motivation  | Thinking  | Resilience                                     | Independence  | Valued Collaboration  | Emotional Intelligence   |   |   |  |       |    |      |           |
| <b>THE BLESSED SACRAMENT WAY:</b>   | We try our best  | We make the right choices   |  | We are kind and considerate   |   | We look after our school   |   |   |  |       |    |      |           |
| <b>OUR TEACHING INTENTIONS:</b><br>Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. | Purpose of the learning is made explicit, leading to outcomes  |   | Modelling                                      | Questioning   | Challenge and support   | Continuous formative assessment  | Moderation of assessments and judgements          |   |  |       |    |      |           |
|   | Teaching is based on a clear understanding of cognition and learning   | Teachers have deep knowledge of the subjects they teach                 | Teachers monitor learning and provide feedback | The classroom climate created by all teachers inspires and motivates all pupils | Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment   | Developing strong partnership with parents and carers that influence learning at school and home |   |   |  |       |    |      |           |
| <b>ORGANISATION OF LEARNING:</b>  | Educational Visits   | Visitors  | Assemblies                                     | Extra-Curricular Clubs  | Learning outside the classroom  |  | Responding to events in the news                  | Charity Days  |  |       |    |      |           |
|   | Communication and Language   |   | Physical Development                           | Personal, Social and Emotional Development                                      |   | Literacy   | Mathematics                                       | Understanding the World   | Expressive Arts and Design                       |       |    |      |           |
|   | RE   | English   | Maths  | Science   | Computing   | History  | Geography   | Art   | D&T  | Music | PE | PSHE | Languages |
|   | Less in more depth   | 6 key questions per year, answered in different ways by each year group |  | Real life applications of learning  | 'Hook' that engages the children and gives them a context for their learning  |  | Outcomes to an audience. Purpose for the learning | Family learning projects  | Showcase of work at the end of each half term    |       |    |      |           |
|   | <b>TOLERANCE &amp; PEACE, SERVICE &amp; SACRIFICE: How can I serve my family?</b>  |   |  | <b>FAITHFULNESS AND INTEGRITY: Why are rules important?</b>                     |   | <b>DIGNITY AND COMPASSION: How wonderful am I?</b>   | <b>TRUTH AND JUSTICE: What can I change?</b>      | <b>HUMILITY AND GENTLENESS: How can I share what I have?</b>  | <b>FORGIVENESS AND MERCY: How am I forgiven?</b> |       |    |      |           |
| <b>INTENDED IMPACT:</b><br>Our curriculum has an ambition for high achievement for all pupils irrespective of starting point and barriers to learning.                                    | <b>STANDARDS:</b> Children make good progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum |   |  |   | <b>STRIVE:</b> Children are confident and successful learners, demonstrating the STRIVE learning values, and make the right choices for their learning. The learning values have progression which show value |  |   | <b>PERSONAL DEVELOPMENT:</b> Children demonstrate 'The Blessed Sacrament Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community. |  |       |    |      |           |



# UNIFORM

- ▶ PE is on Tuesdays and Thursdays. Children can wear their PE kit to school on these days.
- ▶ KIT – If your child has not got their PE kit in school they will be provided with a spare.
- ▶ Long hair must be tied back and shaven patterned hair is not permitted.
- ▶ Inhalers must be provided where necessary.
- ▶ Black shoes with either velcro, buckle or laces. (If your child comes to school in trainers, they will be asked to wear pumps whilst in the building.)
- ▶ **Please label all clothing clearly. Thank you**

# Uniform

For the 2023 / 2024 Academic year, children will wear

- ▶ tartan skirt (black socks / tights)
- ▶ black trousers
- ▶ White shirt & school tie (All classes)
- ▶ school / jumper / cardigan with logo
- ▶ black shorts for PE
- ▶ white polo shirt for PE

For PE, children will wear

- ▶ black tracksuit bottoms
- ▶ black school pumps
- ▶ PE hoodie (optional)
- ▶ School 'book bag' (children should not bring a backpack to school as we do not have appropriate storage)
- ▶ Yellow gingham summer dress (optional, seasonal)

# MORE INFORMATION

- ▶ PARENT MAIL – NEWSLETTERS ETC ARE SENT BY EMAIL – please check contact details
- ▶ REPORTS – INCLUDING INTERIM (end of autumn and spring term, then full report end of summer term)
- ▶ SCHOOL APP – please make sure this is downloaded
- ▶ CASTLERIGG RESIDENTIAL – 22-23<sup>rd</sup> February £10 deposit via parent pay by Friday.

# STATUTORY ASSESSMENT

| Year Group | Statutory Assessments   |
|------------|---|
| Reception  | Baseline Assessment<br>EYFS Profile Assessments   |
| Year 1     | Phonics Screening   |
| Year 2     | Reading, GPS, Mathematics<br>Marked in school to inform Teacher Assessment  |
| Year 4     | Multiplication Check  |
| Year 6     | Reading, GPS, Mathematics<br>Marked Externally<br>Writing<br>Evidence gathered over time to inform Teacher Assessment |



# ATTENDANCE

- ▶ Whole school target of 97%
- ▶ Half termly updates
- ▶ Must be in school before 9.00
- ▶ No holidays authorised
- ▶ Proof of medical – if in doubt, send them in; we can always call if they are ill
- ▶ It is really important that you ring in / send a free message through the app to let us know why your child is absent for safeguarding reasons

# ParentPay

- ▶ Must register online to activate account even if not using online service
- ▶ Lunches / Breakfast / After school payment must be kept up to date
- ▶ Can use to pre-book Breakfast / After School Clubs
- ▶ Provides permission for trips paid online
- ▶ If there are any problems with ParentPay, please see Mrs Newsham in the office
- ▶ Milk can be ordered online through Cool Milk

# WEBSITE

- ▶ [www.blessedsacrament.lancs.sch.uk](http://www.blessedsacrament.lancs.sch.uk)
- ▶ REGULARLY UPDATED
- ▶ BLOGS

# ANY QUESTIONS?

- ▶ We will be available to speak to parents each afternoon at the doors. At the end of the day please allow us to send the children out first. If there is a more sensitive matter, please make an appointment via the office
- ▶ We can be contacted via email

[louisethompson@blessedsacrament.lancs.sch.uk](mailto:louisethompson@blessedsacrament.lancs.sch.uk)

[zibyabatan@blessedsacrament.lancs.sch.uk](mailto:zibyabatan@blessedsacrament.lancs.sch.uk)