

# HIGHCLIFFE PRIMARY SCHOOL

## WELCOME TO YEAR 6

**MR MAYOH & MRS GOODSON**



# YEAR 6 TEAM

## 6 CG

- Y6 Teacher – Mrs Goodson
- LSAs Mrs Saunders, Mrs Smith, Mrs Crumbie and Mrs Patel

## 6 BM

- Y6 Teacher – Mr Mayoh
- LSAs – Mrs Tansley and Mr Ruperelia

## Intervention Teacher

- Miss Starmer

## Additional Support

- General LSA (Afternoons) - Mrs Murphy



# SCHOOL ETHOS – 5Rs

**Respect**

**Responsibility**

**Resilience**

**Reflection**

**Resourcefulness**



# CODE OF CONDUCT

- Always speak politely to others.
- Keep hands, feet, objects and unkind comments to yourself.
- Move around school quietly and sensibly.
- Respect the belongings of others.
- Listen carefully to what others have to say.
- Let other people work without interruption.
- Always try your best!



# BEHAVIOUR LADDER

Yellow	Orange	Red
<p data-bbox="461 568 1085 715"><b>If a child moves to yellow stage 1, they are able to move back to the green if good behaviour is then displayed for a prolonged period of time.</b></p> <ul data-bbox="512 758 1072 1393" style="list-style-type: none"><li>• Talking when they shouldn't</li><li>• Shouting out</li><li>• Rocking on chairs (KS2)</li><li>• Fidgeting on the carpet (KS1)</li><li>• Not following an instruction</li><li>• Negative attitude following an instruction</li><li>• Distracting others</li><li>• Persistent humming/whistling</li><li>• Unkindness to others</li><li>• Running inside (except during PE)</li><li>• Purposely littering</li><li>• Knowingly not trying their best</li><li>• Defacing their work</li><li>• 3x occasions for talking in assembly</li><li>• Any behaviours opposite to those on the Code of Conduct</li></ul>	<p data-bbox="1131 568 1740 634"><b>If a child is moved to the orange, they will also attend Reflection Room.</b></p> <ul data-bbox="1182 758 1773 1243" style="list-style-type: none"><li>• Consistently displaying the behaviours from Yellow with no improvement following the class teacher's warnings.</li><li>• Deliberate defiance</li><li>• Spitting</li><li>• Physical behaviour that causes some harm but not serious.</li><li>• Purposely damaging property of the school and others</li><li>• Bad language</li><li>• Comments of a discriminatory nature towards others</li><li>• 6x occasions for talking in assembly</li></ul>	<p data-bbox="1806 568 2435 715"><b>If a child is moved to red the Head of School will contact the parents on the same day to inform them. The child will also attend Reflection Room.</b></p> <ul data-bbox="1857 758 2448 1129" style="list-style-type: none"><li>• Physical behaviour that causes serious harm</li><li>• Physical behaviour that intended to cause serious harm</li><li>• Persistent bad language</li><li>• Purposely damaging property of the school and others (more serious)</li><li>• Comments of a discriminatory nature towards others (more serious)</li><li>• 8x occasions for talking in assembly</li></ul>

# GOLDEN TIME

- Every child is entitled to 25 minutes of Golden Time each week
- The class chooses how to reward themselves e.g. games outside / crafts
- Blocks of Golden Time will be 'lost' as a consequence of 'going onto' Yellow Stage 2 on the behaviour ladder
- No child will lose all of their Golden Time



# EXPECTATIONS

- Water bottle
- Healthy snack
- Bag
- Homework completed and handed in on time
- PE kit in school at all times



# YEAR 6 TIMETABLE

- Maths, English & Reading every morning
- PE Thursday and Friday





# HOMework

- Starting this week
- SPaG.com and My Maths
- Spelling Termly Set – Write them, transfer patterns into other words, apply in sentences and learn the meanings.
- Some two-week projects (topic focus)



# HOME INTERACTIONS

- “Show me” not “Tell me”
- Real life experiences with maths e.g. spending money, weighing ingredients, estimation (distances/ amounts)
- Reading widely at a high standard – questioning!



# YEAR 6 ASSESSMENT

- Teacher assessments – whether or not child has met the expected standard. Based upon interim assessment framework!
- SATs results – a scaled score out of 100! Statement of whether child has met age related expectations for Y6.



# SATs

- SATs will take place during the mornings of week commencing 14<sup>th</sup> May 2018



# SATs CONTEXTUAL INFO

- Raised standards
- Based on New Curriculum 2014
- New tests started in May 2016
- Reading very challenging – longer texts and huge emphasis on language



# SATs CONTEXTUAL INFO

- SATs tests the range of skills across primary years  
e.g. Maths Test 2017
- Therefore pupils need to consolidate and master previous learning as well as learning new content and skills
- In the 2017 Maths SATs Paper, 59% of the questions were based on content from the Years 3 to 5 curriculum  
(Y3 7%, Y4 26%, Y5 25% and 41% Y6)



# SATS PREP

- Start talking about SATs early
- Do regular practice tests throughout the year
- Giving children greater independence in preparation for secondary school – leading their own learning
- Fluid groupings
- Targeted interventions



# SATs PREP

- Guided reading programme – 2 lessons per week, 1 independent read and 1 task based session
- Morning work with a focus on Maths/Grammar/Spelling





# HANDOUTS

- Year 3/4 spelling list
- Year 5/6 spelling list
- The DfE's 2017 interim assessment framework statements- what children **MUST** demonstrate to pass teacher assessments!



# MANOR ADVENTURE

- Monday 23<sup>rd</sup> to Friday 27<sup>th</sup> October
- (Straight after half term)
  
- Meeting for parents has been scheduled for Wednesday 13<sup>th</sup> September at 6PM



# PARENT'S EVENINGS

- Tuesday 3<sup>rd</sup> October
- Wednesday 4<sup>th</sup> October



# ANY QUESTIONS?

- Thank you for coming along to the Year 6 welcome meeting!
- Please take the time to look at the SATs papers from 2017 before you leave.
- Please **DO NOT** use these at home with the children as we will use these for final indications and support in Spring.

