



Welcome

Meet the Teacher Meeting
September 2022

We Can Do It!

Meet the Team

Key Stage Lead – Miss Gainey

Iris Apfel

- Miss Corkill – Class Teacher
- Miss Brand – Teaching Assistant

John Lennon Class

- Mrs Wakefield – Class Teacher
- Miss Kinsey – Teaching Assistant

Pablo Picasso Class

- Miss Cooke – Class Teacher
- Miss Roche- Classroom Assistant

Steve Jobs Class

- Miss Wakefield – Class Teacher
- Miss Jones- Classroom Assistant

Uniform

- Dark grey skirt/ trousers
- Polo shirt/ shirt and tie – white
- Grey sweatshirt/ cardigan
- White, black or grey socks
- No nail varnish or jewellery other than stud earrings
- Long hair should be tied back

On the day that your child has PE, they can come to school in their Banks Road jog suit and remain in this all day. Alternatively, they can change into their PE kit before the lesson.

Uniform

- Black shoes (no black trainers)

If your child comes in wearing footwear that is not school uniform they will be given a pair of black pumps to wear. They will be asked to wear the black pumps all day in school and then return them to the school office at the end of the day.

School uniform can still be purchased from the School Shop:

<https://shops.parentapps.co.uk/banksroad/>

Behaviour

- All children's behaviour is tracked on the 'tracking sheet'. This is age-appropriate and links closely to 'Dojos'.
- The Banks Road behaviour scale and behaviour policy is available on the school website under the 'School Policies' tab.

Attendance and Punctuality

- Attendance is mandatory.

IT'S THE LAW!



What is the expected minimum attendance percentage set out by the Government?

A. 85%

B. 97%

C. 90%

D. 95%

What is the expected minimum attendance percentage set out by the Government?

The answer is 'B': 97%

This is the minimum expectation that the Government have for all children to attend school.

What absence percentage is considered as 'persistent absenteeism' by the Government?

A. >30%

B. >20%

C. >10%

D. >5%

What absence percentage is considered as 'persistent absenteeism' by the Government?

The answer is 'C': $>10\%$

Any absence above 10% is classified as 'persistent absenteeism'.

This is Helen. She is in Year 2 and has 90% attendance.

- Is that good?
- What does this mean?



Helen thinks this is pretty good, so do her parents.
Are they right?

90% attendance = **½ day missed** every week!!



Mon Tue Wed Thur Fri



Absent half a day every week

If Helen has 90% attendance at the end of the school year, how much time has she missed?

- A. 3 weeks
- B. 2 weeks
- C. 4 weeks
- D. 5 weeks
- E. 1 week

If Helen has 90% attendance at the end of the school year, how much time has she missed?

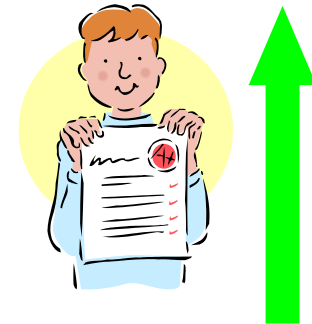
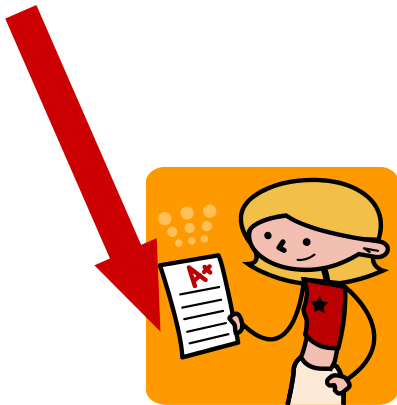
The answer is 'C': 4 weeks - this is a lot when you realise that the school year is only 38 weeks long!

If Helen keeps her attendance at 90% for her whole 6 years at primary school (Y1 – Y6), she will have missed over half a year of school – 24 weeks!!

What impact might this have on Helen's life.....?

Research suggests that **17 missed school days** a year = GCSE grade **DROP** in achievement. (DfES)

The greater the attendance the greater the achievement.



There is a clear link between achievement and attendance from an early age.

Reporting your child's absence

- If your child is not able to attend school, it is **essential** you contact school **as soon as possible** in the morning.
- A genuine absence is called an authorised absence.
- An absence for no good reason or which cannot explained to the school is called an unauthorised absence. This appears as truancy on your child's record.
- **Holidays in term time cannot be authorised. A fine will be issued if you take your children out of school for a holiday.**

Reporting your child's absence

- The following absences will be unauthorised:
 - Birthdays
 - Poor weather
 - Extra days at the caravan
 - Feeling tired
 - Uniform not dry
 - Headache
 - Illness, without medical proof
 - Sleeping in
 - Sibling off school
 - Nobody to bring them to school

Reporting your child's absence

- If your child is going to be absent you can contact school by either:
 - Telephoning the school office from 8am on 0151 427 4360
 - Leaving a message on the school answer machine before 8am
 - Contacting Mrs Capper on Class Dojo

Please do not send class teachers or members of the school's leadership team messages on Class Dojo about children's absence. It is unlikely that this message will be read until later on in the school day and the absence may be recorded as unauthorised.

A Day in the Life of Year 1

- Calculations
- Maths
- Break
- Phonics
- Break
- English writing
- Lunch
- Shared reading
- Break
- Foundation subjects
- Story of the Day

A Day in the Life of Year 2

- Calculations
- Phonics
- Break
- Maths
- Break
- English writing
- Lunch
- Shared reading
- Break
- Foundation subjects
- Story of the Day

P.E.

- It is a vital part of the curriculum and a part of healthy lifestyles.
- All children must take part.
- Children **must** have their PE kit in school on the day that they have P.E.
- All P.E. kit and uniform **must be labelled** with your child's name.
- This half term, **Year 1** P.E. lessons will take place on **Tuesday** and **Year 2** P.E. lessons will take place on a **Monday**.

Reading and Homework (KS1)

- The expectation is that all children read daily:
 - Reading for pleasure book
 - RWI paper book
 - Oxford Owl eBook
- NumBots (Year 1)
- Times Tables Rockstars (Year 2)
- MyMaths
- Letterjoin
- Spellings

Communication with Parents/Carers

If you would like to contact your child's class teacher, you can:

- Contact them via Class Dojo;
- Speak to them at the end of the school day after you have collected your child;
- Contact the school office to make an appointment.

If you have not yet signed up to Class Dojo please speak with your child's class teacher directly and they will be able to give you your child's login details.

Communication with Parents/Carers

We will communicate with you through a variety of means, including:

- School telephone
- Letter – although we are trying to reduce the amount of letters we send out (saving the environment)
- Email
- The school website – all letters will be uploaded onto the school website. If it is specific to your child's class only (i.e., from your child's class teacher) it will go on their class page. If it is a school-wide letter, it will go on the 'Letters to parents' tab in the 'Parents' section.
- ParentApp (search for 'PA Connect' on your App Store)
- Class Dojo – Most parents/carers are already signed up. If you still need to sign up, please speak to your child's class teacher.

It is very important that we have up-to-date contact details, including parents' mobiles.

Reminders

Each day your child must bring:

- Their reading bag with their reading book and reading record inside
- A bottle of water, which is clearly labelled

**Children may bring a healthy snack to school. Please do not send in:*

- *Chocolate*
- *Jelly sweets*
- *Chewing gum*
- *Fizzy drinks*
- *Sports drinks / Energy drinks*

Dropping off and collecting your child from school

- School gates open at **8:40am**
- All children must be in school for morning registration by **8:50am**
- School gates will close at **8:55am**
- School finishes at **3:10pm** for all children
- Attendance and lateness are monitored on a daily basis

Relationships, Sex and Health Education

- It is statutory for schools to teach the RSHE curriculum and to make parents/carers aware of what we are covering.
- At Banks Road, we use a carefully chosen curriculum resource called 'Jigsaw'.
- The Relationships and Health Education elements of RHSE are covered in our 'Jigsaw' lessons, in the Summer 2 unit 'Changing Me'.
- The Sex element of RHSE is taught within Science lessons as part of reproduction in mammals. It is age-appropriate and is the same content that is taught in all schools throughout England and Wales.
- A full overview of what is taught is available on our website under the PSHE tab.

Year 1 RSHE Curriculum



Jigsaw knowledge and skills progression: Changing Me - Ages 5-6

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Key Vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

Year 2 RSHE Curriculum



Jigsaw knowledge and skills progression: Changing Me - Ages 6-7

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is your favourite part of Jigsaw lessons?
	<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>		
	<p>Key Vocabulary Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Texture, Cuddle,Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>		