



# Welcome to Year 4,5 and 6 Meet the Teacher

18.09.2024



## Safeguarding and Prevent Leads



Emma Fenn  
Designated  
Safeguarding  
Lead



Amanda Bowran  
Deputy DSL



Tracey Couch  
Deputy DSL  
Prevent Lead



Louise McLellan  
Deputy DSL



Jenny North  
Deputy DSL  
SENCo  
Mental Health Lead



Daisy Ambler  
Designated Teacher for Children Looked After



Georgia McNamara  
Online Safety Lead



# Redbourn Primary School Governance

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices. Governing boards fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding in the school/ trust and checking that the culture has become embedded.



Cara Brazier  
Chair Of Governors



Sarah Moriarty  
Safeguarding Link Governor



Robin Slatter  
Vice Chair of Governors



# Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



# Year 4



Mrs Kajal Mamtora  
Pine Class  
Teaching Monday - Thursday



Mrs Tracey Couch  
Pine Class  
Teaching – Friday  
  
Assistant Head teacher



Mrs Stacey Stagg  
Acer Class  
  
Head of Art



Mrs Kelly Borland  
Year 4 Teaching Assistant



# Year 4



Mrs Jeggo

Learning Support  
Assistant



Mrs Henderson

Learning Support  
Assistant



Miss Gregory

Learning Support  
Assistant



Mrs Garlick

Learning Support  
Assistant



Miss Sharifi

Learning Support  
Assistant





# Year 5



Mrs Grabowska  
Cedar Class  
Teaching Monday –  
Wednesday  
English Lead



Mrs Smith  
Cedar Class  
Teaching Wednesday –  
Friday  
English Lead



Mrs McNamara  
Hazel Class  
Teaching Monday – Friday  
Computing Lead



Mrs Guy  
Teaching Assistant



# Year 6



Miss Ambler  
Hawthorn Class  
Teaching Monday - Friday

Head of PSHE



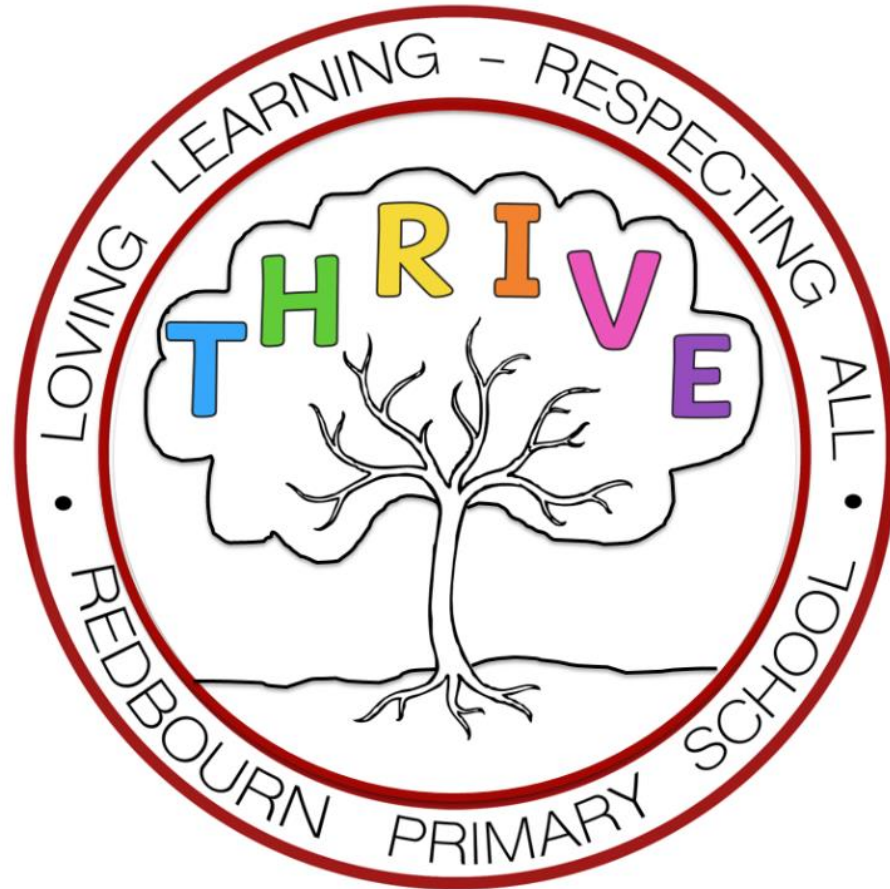
Mrs Smith  
Sycamore Class  
Teaching Monday - Friday

Upper KS2 Phase Leader  
Head of History/Geography



Mrs Cherry  
Teaching Assistant





- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic



# French, Music and PE

## Specialist Teaching



Every class teacher is entitled to at least ten percent 'release time' for planning, preparation and assessment (PPA) and so, as a result, no class is taught by just one teacher for the entire week. Teacher, **Miss Toms** will continue to work two days a week (Tuesday and Wednesday) delivering the Music and French curriculum to Key Stage 2.

**Mr Stevenson** (Sports Coach) will continue to deliver the PE curriculum across all year groups Tuesday-Friday. Some experienced teaching assistants will also provide teachers with PPA.





# What do children need in school?

- ❖ A named PE kit – indoor and outdoor. These will be sent home every Friday for washing and should come in every Monday

All children are expected to participate in PE lessons. A written note/email must be given to the class teacher if they are unable to take part for some reason

- ❖ All hair past shoulder length must be tied up daily
- ❖ Stud earrings removed or taped up on PE days. No other jewellery worn to school
- ❖ Water bottle (not squash or flavoured water)
- ❖ Reading book & record even if not read
- ❖ Clothing appropriate to the weather
- ❖ KS2- a healthy snack for break time. Fruit or vegetables only

# Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



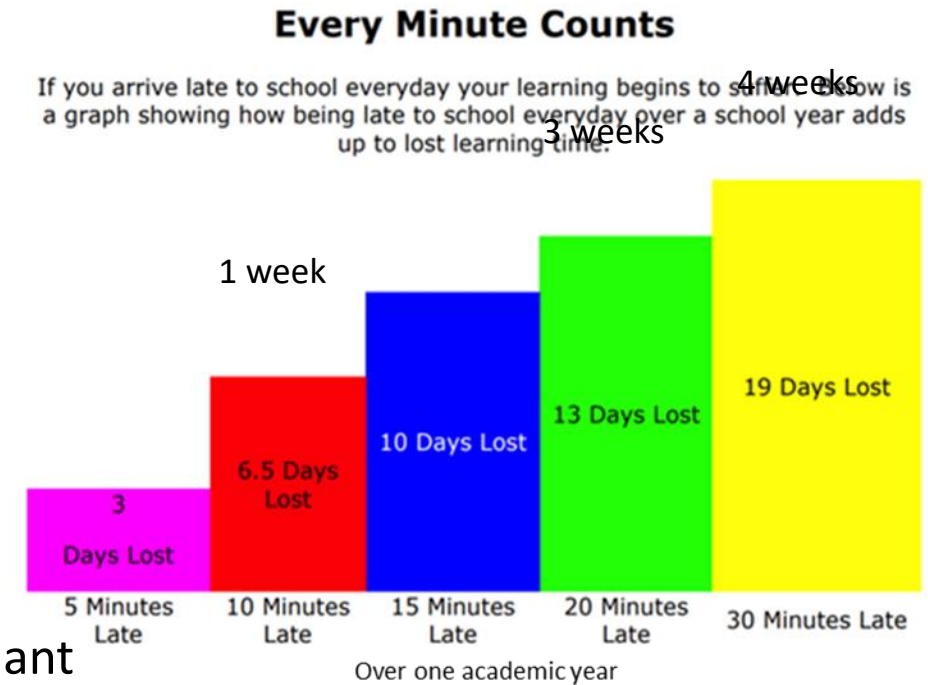
## Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person

# Key Reminders

- It is essential your children arrive at school on time.
- Doors close at 8:55am.
- Wearing the correct uniform is non-negotiable.
- If you are unsure, please check with your child's class teacher.
- We have the highest expectations of behaviour. We celebrate brilliant role models and fantastic behaviour choices through individual praise, house points, class marble jars and star of the week certificates.

We like to have clear channels of communication with parents. You can expect a phone call from your child's class teacher if your child has made a poor behaviour choice. Members of the Senior Leadership Team will be involved if poor choices persist to support all.



# Attendance

- Every session missed is a missed learning opportunity and a missed chance to interact with friends and feel part of the class.
- Lessons are planned in a sequence. Each lesson builds on the knowledge and skills of the session before. Being there for every session means no holes/gaps in knowledge.
- It is more comfortable and stress-free if you're not feeling like you're playing catch-up. Children feel part of friendship groups and at home with group work when not wondering what they missed. Children learn well when they're not scrabbling to fill gaps in their knowledge while new learning is going on.
- We know illnesses and appointments happen.
  - For appointments: Fill in an absence request form. Please let us know with as much notice as possible, with a copy/photo of appointment letters.
  - For illness: call or email the office before 9:15 on day of illness with details of the reason for absence.
- Please stay in touch for any issues affecting attendance, be those physical/mental health/transport etc. We would like to work with and support any barriers to attending school. If unauthorised sessions are growing, we'll ask you in for a meeting to discuss support.
- The rules for when we consider a Fixed Penalty Notice (FPN) changed at the end of August. After 10 sessions (5 days) of **unauthorised** absence, an FPN can be issued. These sessions are counted over a 10 week rolling period.





# Key Stage 2 Sport Fixtures

In Key Stage 2 there are opportunities to represent the school in sporting events against schools in the Harpenden Consortium. Last academic year, 38% of all Key Stage 2 children represented the school and 53% of Years 5 and 6. The squads we select are always limited by number, so sadly not all children can attend.

The squad for a match will be chosen by the coaches and will be the strongest squad to be able to compete against equally strong teams. Children who are not match ready would not find the competitive nature of the events a positive experience. The squad chosen is likely to be selected from those regularly attending training sessions, who form a strong team to compete and represent the school, showing excellent sportsmanship as well as skill. For some events, children may be selected from their performance in PE lessons in school or trials held at lunchtime. Behaviour must be excellent, both inside school and on the pitch/court and side-line at home and away, to represent the school and to keep them safe.

We aim to select squads at least a week before each fixture so that parents know in advance if their child will be involved via the School Office. Fixtures will require parents to organise transportation to the host school.

Whilst we all appreciate that not everybody can be selected for each squad, we are continually looking to organise friendly competitions that sit outside of the competitive inter-school events and leagues. This allows us to provide competitive sporting opportunities to a wider group of children, as we look to continue to build on our sporting offer for our pupils.



# Swimming



Year Four will be learning how to swim as a national expectation.

Please be mindful of the uniform your child wears to school on a swimming day to make it easier/quicker for them to get changed e.g. tights.

Like any off-site visit we require parental/carer support. As well as school adults, we also need two volunteers per week.



# Phonics

We use the Monster Phonics programme, starting in Early Years. Most children will complete the programme at the end of Year Two.

At the heart of Monster Phonics are the multisensory activities focused on the specific sounds. These enables all types of learners to have more access to the teaching and learning, again enhancing the amount of success that takes place within the area of phonics.



We aim to teach 5 Monster Phonics sessions per week.

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



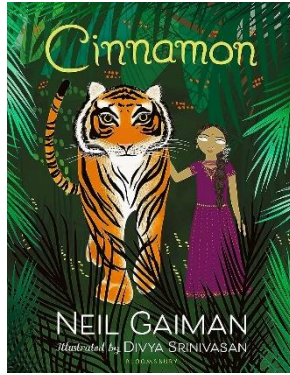
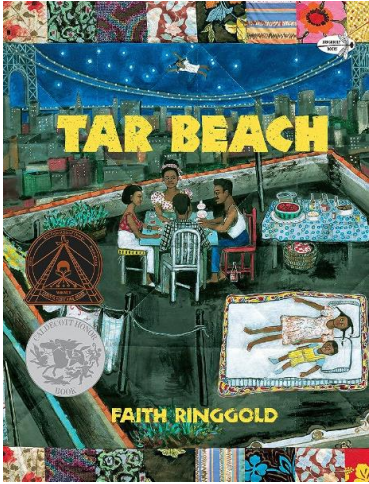
# English

We are following the Literacy Tree planning platform.

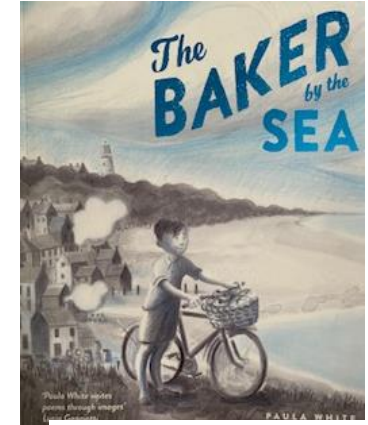
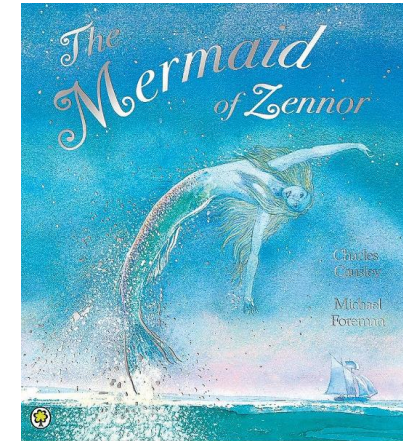
Literacy Tree uses high quality children's literature to develop sequences of learning in writing (Reception to Y6) and reading (Y2-Y6). A book-based approach ensures that reading for enjoyment and writing for enjoyment develop alongside one another whilst immersing children in a fictional world.

Through each sequence, children will have many opportunities to read as a class, with a group or partner or individually. The children will draw on their reading experiences to write in a range of different ways.

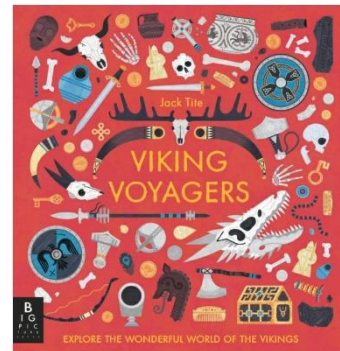
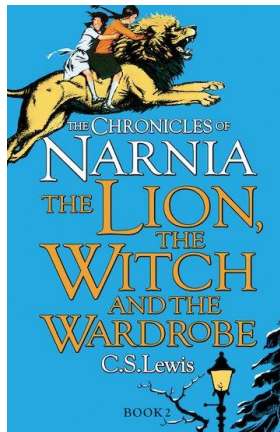
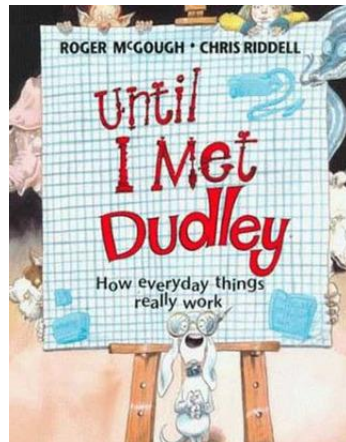




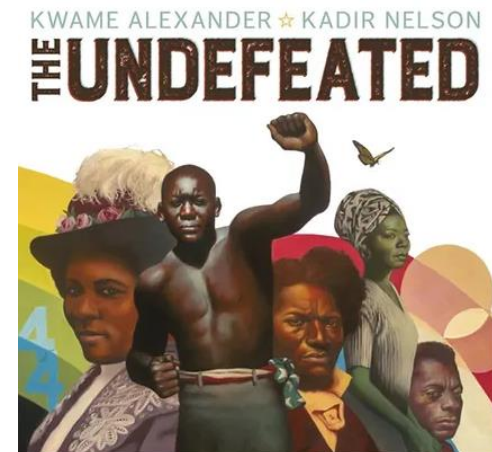
# English Year 4



- ❖ Playscripts
- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (mystery, historical, fantasy)
- ❖ Diary entries



- ❖ Adverts
- ❖ Poetry
- ❖ Non-chronological reports
- ❖ Recounts
- ❖ Dialogue

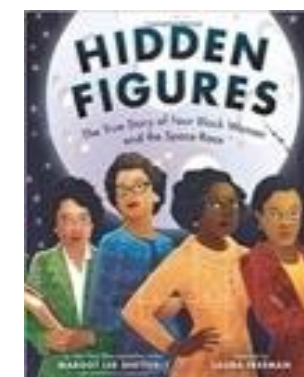
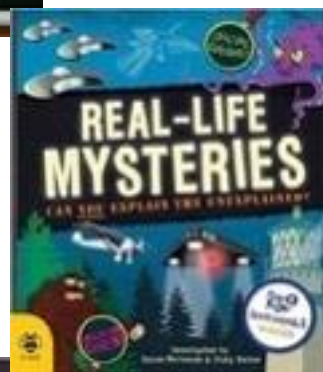
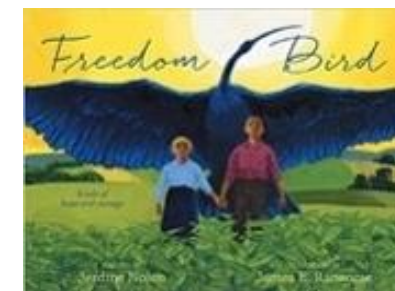
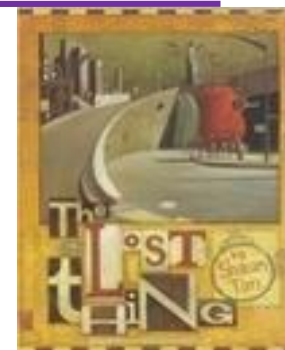
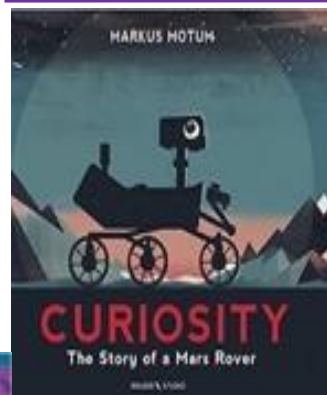






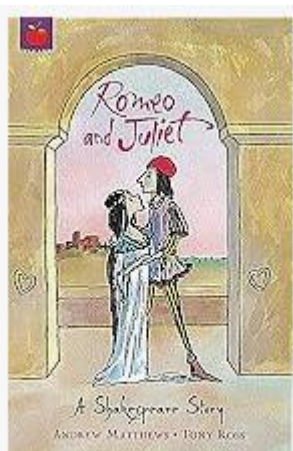
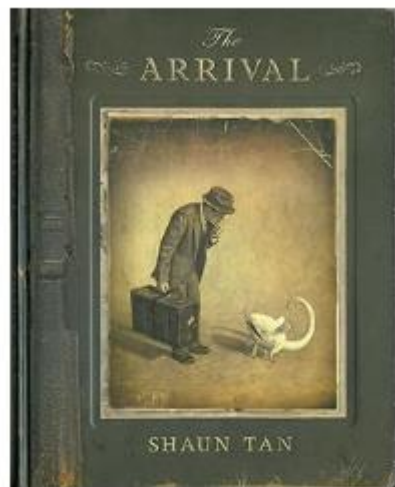
# English Year 5

- Diary entries
- Reports and informal letters
- Speeches and persuasive articles
- Biographies
- Historical recounts
- Adverts
- Instructions
- Poetry
- Letter writing
- Narrative – fantasy, legends
- Epic tales

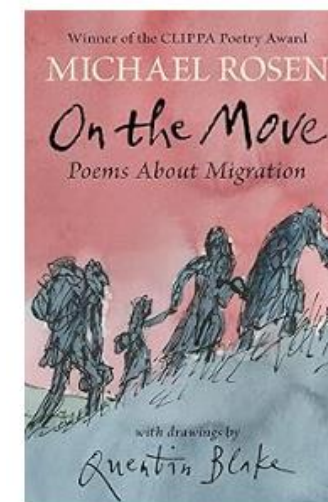




# English Year 6



- ❖ Playscripts
- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (suspense)
- ❖ Alternative endings
- ❖ Diary entries
- ❖ Non-Chronological reports
- ❖ Biography
- ❖ Dialogue
- ❖ Adverts
- ❖ Reports and informal letters





# Reading Books

## Y1-3

- Children following Monster Phonics will bring home one Monster Phonics book per week. They will have read this book in school and their teacher will know they are able to read it fluently.
- In addition, children will bring home 2 'share at home' books per week. These are from our school Book Band system. The children move through the bands as their comprehension skills, confidence and fluency develops.
- Each book band level incorporates a variety of reading schemes and includes fiction, non-fiction and poetry.

## Y3+

- Once a child has completed Monster Phonics, they will bring 1 Book Band book home, which they can change once finished.

# HOW CAN YOU SUPPORT READING AT HOME?



It is crucial that the children have the opportunity to practise their skills by reading frequently at home with you. Daily practice makes a huge difference to helping the children progress. Try and allow your child time to work out an unknown word or correct a mistake before jumping in to help.

We will be adding questions prompts to your child's Reading Record to help discussion about books at home. It is also really important that children are read to. This exposes the children to more sophisticated language than they can access independently. Audio books are great for this too- try them in the car!

A simple tip- just turning on the subtitles on your television can double the chances of your child becoming good at reading. <https://turnonthesubtitles.org/>

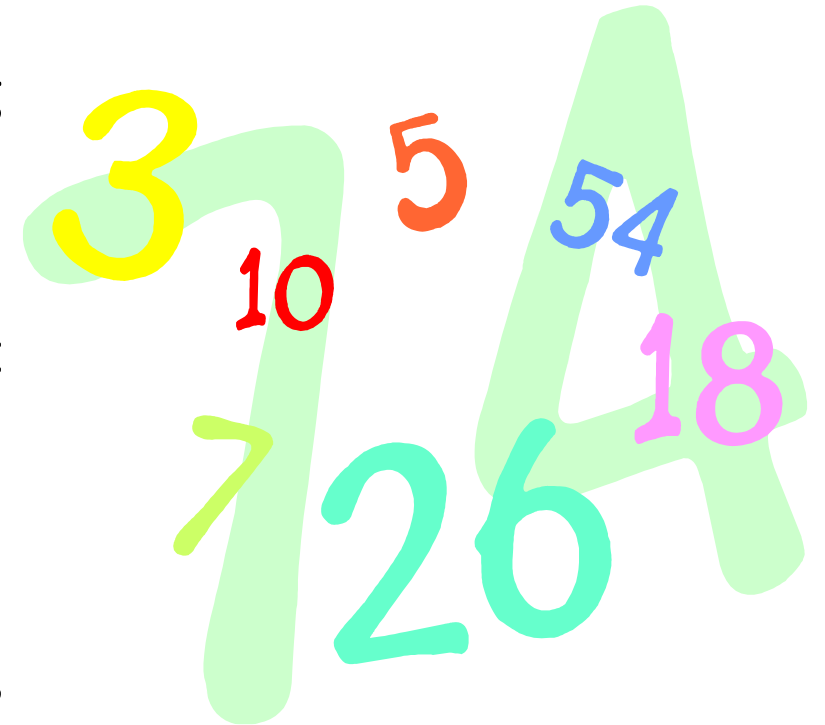


# Maths

We use the White Rose scheme for maths. There is a daily maths lesson, related to number, calculation, shape, space and measures or problem solving within these areas.

As well as this, a Flashback Four session to revisit different mathematical concepts - mainly focusing on quick recall of number facts.

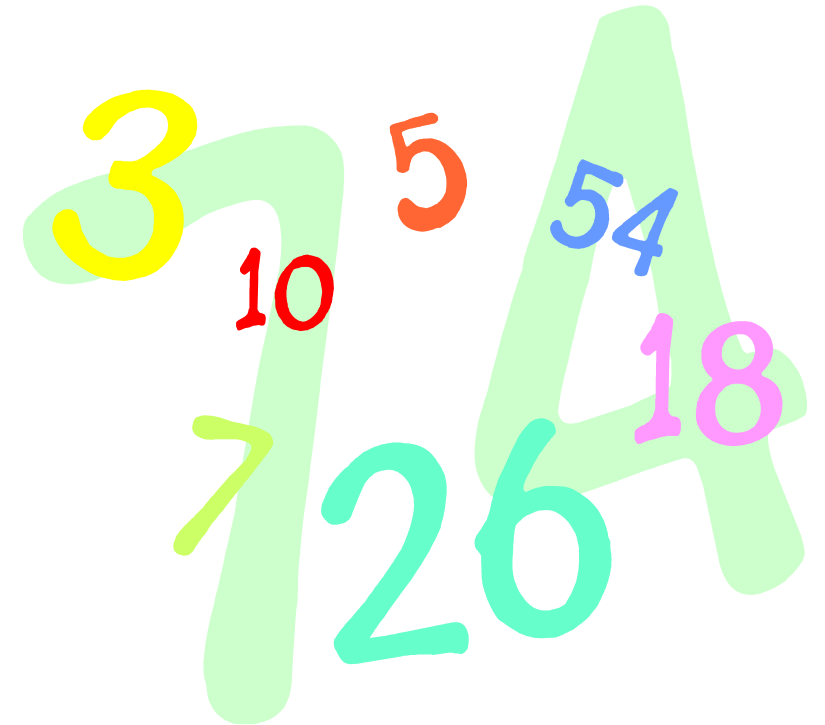
We also complete Times Tables Rockstars four times a week.





# Maths

- ❖ Place Value
- ❖ Addition and Subtraction
- ❖ Measurement – area, length and perimeter
- ❖ Multiplication and division
- ❖ Fractions
- ❖ Decimals
- ❖ Money
- ❖ Time
- ❖ Shape
- ❖ Statistics
- ❖ Position and direction
- ❖ Percentages (year 5/6)
- ❖ Negative numbers (5/6)
- ❖ Converting units
- ❖ Volume (5/6)
- ❖ Ratio (6)
- ❖ Algebra (6)





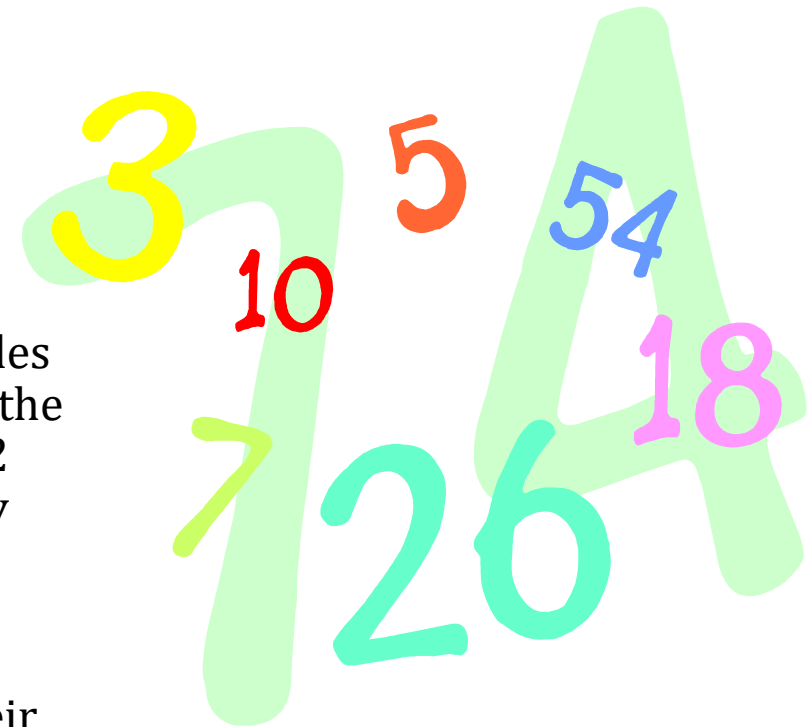
# Multiplication Check

In Year Four, all children will be completing a multiplication check. This will take place between Monday 2<sup>nd</sup> June and Friday 13<sup>th</sup> June 2025.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

To prepare for this children need to be practising weekly at home as part of their home learning.





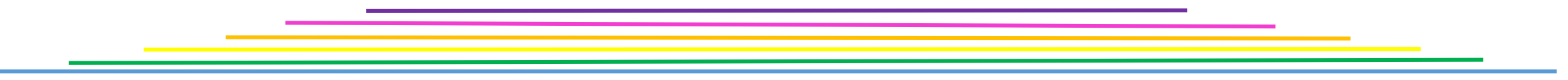


# SATS

- ❖ SATS are national tests set by the government which are completed in May by Year 6 children across the country.
- ❖ Children will be exposed to past papers and practice questions throughout Year 6 so that they get used to the format and style.
- ❖ There will be a separate meeting to discuss this in more detail on Thursday 20<sup>th</sup> March at 2:15pm.



# PGL

- ❖ PGL is a fantastic opportunity for Year 6 children to spend a week away with their peers.
  - ❖ Lots of opportunities to develop skills such as teamwork, resilience, risk-taking, independence and perseverance.
  - ❖ It is taking place Monday 19<sup>th</sup>- Friday 23<sup>rd</sup> May 2025 and will be at Marchant's Hill in Surrey.
  - ❖ There will be a separate meeting to discuss this in more detail on Thursday 20<sup>th</sup> March at 2:15pm.
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# Relationships and Sex Education (RSE)



As a part of your child's education at Redbourn Primary School, we promote personal wellbeing and development through our comprehensive PSHE education programme. This incorporates RSE, health education and economic wellbeing to ensure all children are provided with the tools to make informed and safe choice as they progress through the school.

RSE is not about the promotion of sexual activity or preference. It involves learning about healthy lifestyles, diversity and personal identity, equality, healthy and positive relationships. It involves a combination of discussion, sharing non-personal information, and exploring issues and values.

Following the new government guidance, the RSE curriculum will interlink with the national curriculum for science.



Relationships Education is statutory for KS1 and KS2 and will be taught throughout the year in every year group.

In the Spring term, we will be inviting you to come into school if you would like to hear about the teaching material in more depth before it is taught to the children.

**Meeting dates will be communicated with you via email.**

If you would like to find out more or discuss any concerns, please email the office [admin@redbournprimary.co.uk](mailto:admin@redbournprimary.co.uk). Please also visit the school's website, [www.redbournprimary.co.uk](http://www.redbournprimary.co.uk), for more details about our PSHE and Relationships Education curriculum.



# Home Learning

We continue to encourage a partnership between home and school, alongside the Home School Agreement you signed when your child started school. Listening to parent feedback and being mindful of effective use of learning time in school, this year Home Learning will consist of:

- Hearing your child read- ideally 10 minutes daily. Please sign the Reading Record
- Shared/independent reading of other books
- At least weekly access on Reading Eggs
- X 3 per week Times Tables Rock Stars/NumBots
- Weekly spellings - linked to spelling sessions and Common Exception Words
- Task from White Rose Maths Practice Journal- this will be set on a Friday, to be returned by Wednesday
- No more than 1 ¼ hr per week(Y4), 1 ½ hr per week (Y5) and 1 ¾ hr per week (Y6) should be spent on Home Learning, plus daily reading
- All logins can be found in your child's Reading Record



# Contacting Teachers

We promote an open-door policy and there will be opportunities throughout the year for us to meet, such as at parent consultations and events.

As well as this, teachers will usually be available briefly at the end of the school day should you wish to speak to any of us.

**For a more personal and private conversation, please do not hesitate to contact the school office to arrange a mutual time for us to meet/speak via telephone or by email.**

All emails should be sent via the school office: [admin@redbournprimary.co.uk](mailto:admin@redbournprimary.co.uk)

If you send an email, it will be acknowledged within 2 working days and responded to within a week.



# Class Twitter Feeds



Our class Twitter feed will be updated once or twice a week.

If you wish to join our private account, please send a request via Twitter and email the office if your username/email is not easily recognisable as you.

Only parents of children at the school will be allowed to join. We can not accept requests from other family members or members of the public.



**Thank you for coming!**

**Any questions?**

