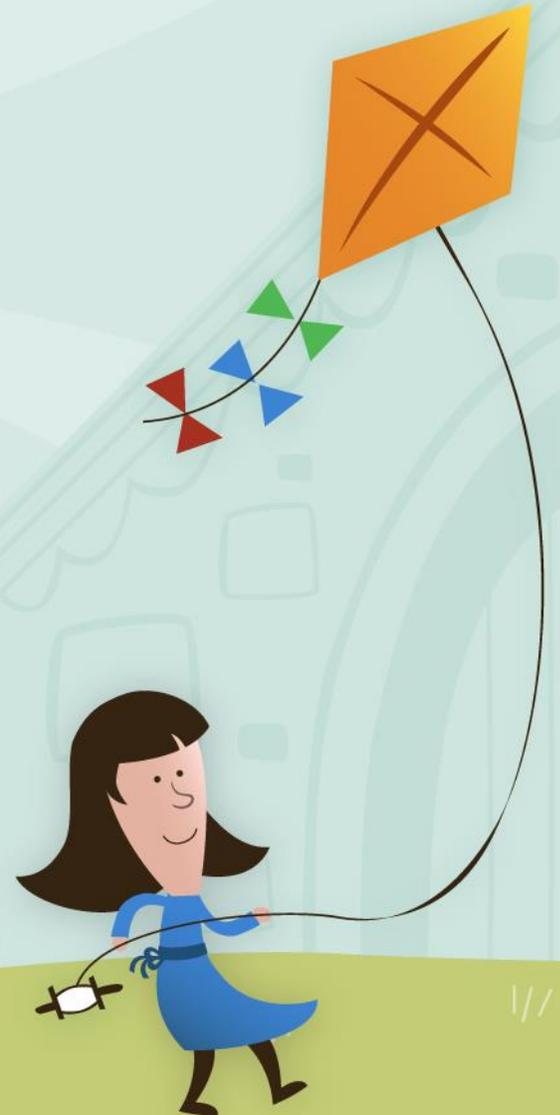


Welcome Meeting

Year 5



Year 5 Staff:

- Mr Baker
- Mrs Brownhill (5CB)
- Miss Grant (5CG)
- Mrs Mohamed (5FM)
- Mrs Ryan
- Mrs Docker
- Mrs McCartan



Diary Dates (Autumn Term):

All dates may be subject to change

- 14th September – Class photographs
- 18th September – INSET day
- 5th October – Eco Park visit
- 11th October – Reading Open Morning
- 18th October – Year Band Mass
- 23rd October – International Week
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- 28th and 29th November – Parents' Evening (English)
- 30th November – St Andrew's Day (children wear blue and white)
- 8th December – Christmas Jumper Day
- 19th December – Carol Service Y5 and Y6
- 22nd December – Christmas Holidays



Class Saints:

- 5FM – St. Cecilia
- 5CG – St. Jude
- 5CB – St. Patrick



Secondary School:

- Start looking this year so you are a year ahead and informed. Visit the school – don't just go on reputation.
- Contact the secondary schools directly to find out more about open days.
- Check the entry requirements carefully – make sure you choose at least one school that you meet all requirements for.
- If you want your child to go to a grammar school, keep an eye out for information regarding the test – these often take place at the very start of Year 6 and have to be registered for whilst the children are in Year 5.
- In Year 6 there will be a meeting with some secondary head teachers present.



Assessment Terminology:

- A child's attainment is judged on whether they are working Below Expected, Towards Expected or At Expected standards for their age at the end of the academic year.
 - Below Expected: they have not met 20% of their year band's curriculum and may be working within the curriculum for the year below their age.
 - Towards Expected: they are working within their year band's curriculum but have not yet met 60% of the objectives within it.
 - At Expected: they have met 60% or more of the objectives within their year band's curriculum.
- By the end of the academic year, the majority of children should be working at expected standards for their year band (i.e. have met at least 60% of the objectives within the curriculum).



Reading for Pleasure:

There are many little ways to enlarge your child's world. Love of books is the best of all.

—Jacqueline Kennedy Onassis



Why is it important?

- Of all the subjects taught in school, reading is first among equals – the most singular in importance because all others rely on it. Excellence in almost any academic subject requires strong reading.
- People who read lots attain more. They also develop: general knowledge; vocabulary; a better attitude to writing; higher overall attainment; emotional awareness; a wider understanding of the world and greater expression through speech and writing.
- Significant correlation between reading ability and GCSE results across all subjects. Children who are weak readers will struggle as much in maths and science at GCSE as they do in English and in arts subjects.



How can you support?

- Read every day with your child for **at least 15 minutes a day.**
- Encourage your child to read a wide range of reading material - fiction, non-fiction, poetry, newspapers and magazines.
- Use our Top 20 or Book of the Month suggestions to help explore a wider range of authors and genres.
- Talk to your child about what they are reading.
- Create a Toppsta profile and enter giveaways to win new books for your child to review – encourage them to share their opinions about what they have read.
- Take them to the library.



Reading Homework:

- We use the Accelerated Reader programme. Children will take an online reading test at least three times a year. The results of this test give children a ZPD, which is basically a range from which to choose books from.
- Children can then borrow books from our school library, within their ZPD.
- Once they have read their book, they take an online quiz. If they pass this quiz, extra points are assigned to their accounts. Their 'word count' also increases. These quizzes can be taken at home.
- Reading records must be signed to say you have heard them read at home.



Hearing Children Read at Home:

- This should happen for at least fifteen minutes each night.
- Try to make this a special time for you and your child – it should not feel stressful or pressurised for the reader.
- Please focus your attention entirely on your child for this time. Turn off devices and remove other distractions.
- Use strategies such as echo-reading or choral reading to help your child's fluency and expression.
- Even the most confident readers need to be heard reading aloud – encourage older pupils to read a page or two aloud, before then reading independently.



Communication Diary:

- Each child has a reading record, which must be signed at least three times a week.
- Children who have their diary signed at least three times per week will be entered into a termly prize draw.
- Teachers will check diaries weekly.
- If a child does not have their diary in school, they will not be able to receive their reading star for that week. Children must collect at least ten stars to enter the prize draw.



What will we be doing in school?

- Hearing them read regularly in school to check their fluency.
- Studying at least three books a year with our setting groups.
- Sharing books in other lessons such as Science and Computing.
- Providing lots of books linked to our year group Topic Curriculum so that they can learn more.
- Providing challenges (like Top 20 and Book of the Month) to encourage them to read a wider range of books.
- Hosting visits by authors to increase excitement and engagement.



Top 20 Reading Challenge:

- Each year band has a Top 20 list of recommended books, encompassing a wide range of genres and authors.
- Encouraging your children to read books from these lists will help to broaden their reading repertoire and will ultimately make them better readers.
- Each time they finish one of the Top 20 books, we ask you to sign next to the name of the book in their reading record.
- If they read all 20 books, they will get a special bookmark. Each year band has a different bookmark to earn.
- Please encourage your child to take part in this challenge.



Homework:

- All homework is now set on the online platform, Seesaw. Printed homework will not be given out, other than spelling lists.

Maths

- Set on Friday.
- Due in on Tuesday.
- We ask children to use TTRS at least 3 times a week.



English

- Set on Tuesday.
- Due in on Friday.
- We ask children to rehearse their spellings on Spelling Shed nightly – we expect 15 games to be played each week.



Communication Diary:

- Children take communication records to every lesson – so they need to be brought into school EVERY day.
- Please check them each night – children are set homework on a weekly basis – you will need to sign the communication record and the homework!
- They may contain homework set and a record of reading as well as school incidents you need to be aware of.
- Feel free to use the communication record as a form of correspondence between set teachers and class teachers.



Time Tables Rock Stars:

- The times tables are the basics of maths. If you know the basics, you'll find the rest much easier.
- Times Tables Rock Stars is a fun, game based way to learn and practise times tables on a computer or tablet.
- Each child has a log in. They will create an avatar and be part of a 'band'.
- Please encourage your child to play and practise at home. We will be celebrating their successes at school too.



Time Tables Tribe:

This year, pupil's will continue to work towards achieving their Times Tables Tribe badges.

Each Friday, children from years 2 – 6 will be tested on one of the times tables. The tables are grouped and will be tested in the following order:

Bedazzling Bronze – x2, x10, x5

Sublime Silver – x3, x4, x8

Glorious Gold – x6, x7, x9, x11, x12

Once pupils have successfully completed their focus times table, they will be tested on the next table in the category the following week. At the end of each half term, if your child has passed all of the times tables in their category, they will be awarded the relevant badge in an assembly. Each child will have the opportunity to earn all 3 badges over time at a pace appropriate for them.

Each pupil will continue from the table that they passed most recently in the previous academic year.



Spelling Shed:

- Spelling Shed forms part of your child's weekly homework. They are expected to play at least 15 games a week related to that week's spelling list.
- It is a fun, interactive way to help children to practise spelling via a simple online game. Pupils will be given a booklet containing their spelling lists for the year (also available on the school website). They will be tested each week and should practise their spellings using the Spelling Shed website. You do not have to purchase the app – they can log in using the official website instead.
- There are four difficulty levels, which offer different levels of support. By playing the games, pupils earn points to buy items for their avatars.
- We will be able to monitor how much each child practises their spellings and will be able to address common areas of difficulty.



Year 5 Topics:

- The Greeks
- The Egyptians
- The Changing World



Computing:

In Y5, as part of the Computing curriculum, we will cover:

- Programming
- 3D Modelling
- Radio Stations



The computing units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly.

We will also explore Online Relationships, Online Bullying and Health, Well-being and Lifestyle.



Get in control of parental controls



If using a
smartphone, check
content lock is set



Set parental
controls on your
home broadband



Control app
downloads
and purchases



Make the
games console
safe and secure



Use safety mode
on YouTube
and Google



If using social
networks, check
privacy settings

Go to internetmatters.org/controls
for step-by-step guides



P.E.

- Remember PE kits should be kept in school at all times.
- Black pumps are essential for PE lessons.
- Games kit – a dark tracksuit during winter months is allowed.



RSE:

- All children in school learn RSE through Ten:Ten 'Live Life to the Full' scheme, where they learn about things like:
 - Families
 - Friendships
 - Respectful relationships
 - Online relationships
 - Mental well-being
 - Changing bodies
 - Healthy eating



Trips and Consent:

- In the past, school asked for a contribution of £10 to cover all trips for the year.
- Unfortunately, a significant proportion of families did not pay this and school had to make up the short fall. With budget cuts, school can no longer cover this.
- Parents will therefore be asked to pay for any trips their child goes on. Generally this may must be made through Parent Pay. If contributions are not received, trips will be forced to be cancelled.
- In most instances, parental consent forms for trips etc. will now by requested via Parent Pay electronically.



Our Mission Statement

At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.



Rationale behind our behaviour policy :

- At the heart of behaviour management at St Bernadette's is our mission statement. It is based on love, tolerance and respect as we strive to 'follow the ways of Jesus using our talents and gifts to make our school special.'
- We expect excellent behaviour from every pupil in our school. We recognise that our role goes beyond the prevention of poor behaviour and maintaining order. We as adults, parents and teachers, have a responsibility to promote personal development in the individual and create a harmonious environment where all are treated with respect and kindness.
- Our Catholic ethos promotes positive relationships based on love and respect; pupils are helped to make moral choices about their behaviour, how they treat others and their contribution to the school community.
- The climate in our classroom is one of mutual respect, developing learning behaviours and encouraging pupils to take responsibility for their own responses to our clearly stated actions. We advocate the encouragement of pupils to exhibit good conduct rather than to rely upon sanctions but in certain circumstances sanctions are considered necessary.



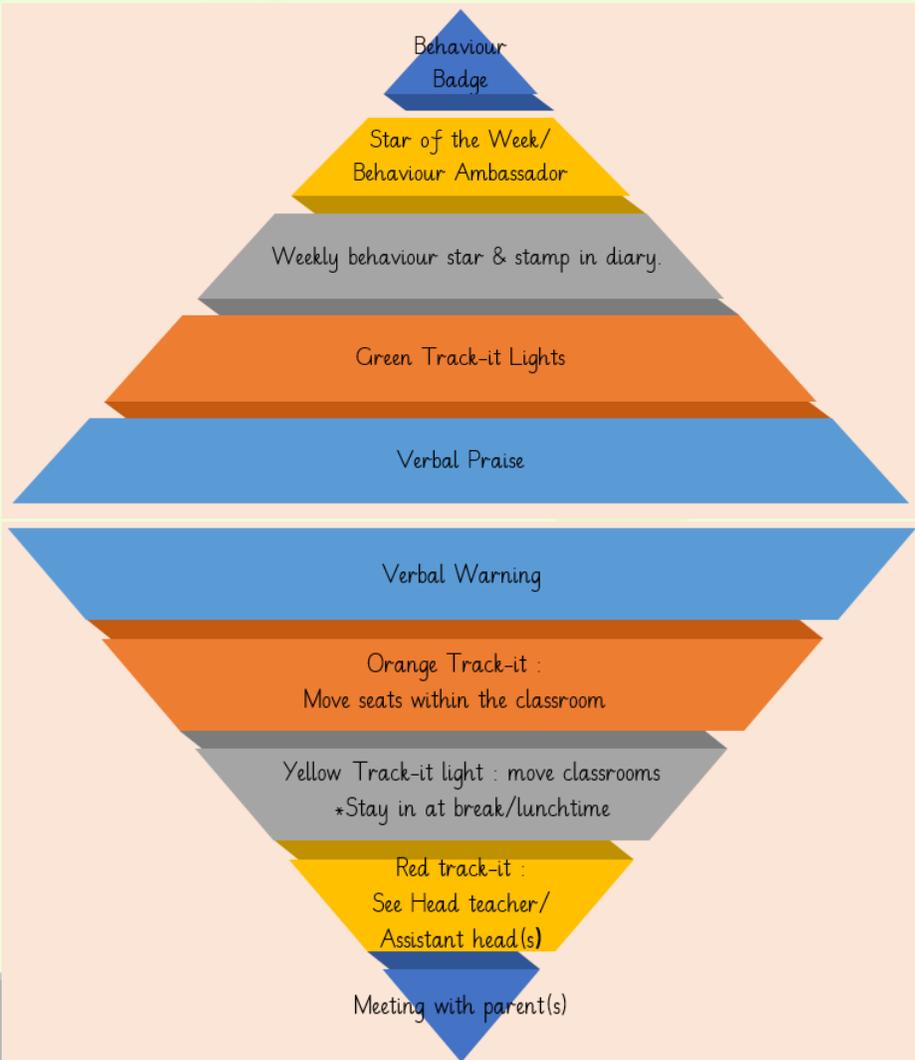
Behaviour Stars



- Every Friday, the children are given the opportunity to reflect on their own behaviour and how well they have demonstrated our behaviour values and expectations – see next slides.
- If they feel they have done a good job with this, they are awarded a star sticker and a stamp in their communication diaries.
- Stars/shields are displayed in every classroom with the behaviour expectations around them.
- Once the children had earned a certain number of stars, they first received their behaviour certificates and then today they will receive their GOLD star badge for maintaining their excellent behaviour.



Track – It Rewards/Sanctions



Children are given the opportunity to earn rewards for good behaviour through our Track-it Light system, based on the amount of points they earn.

There is also a clear behaviour pyramid that demonstrates the sanctions for demonstrating poor behaviour. Children are always given time to reflect on their poor behaviour if they are required to miss their break/lunch times.



Behaviour
Badge

Star of the Week/
Behaviour Ambassador

Weekly behaviour star & stamp in diary.

Green Track-it Lights

Verbal Praise

Verbal Warning

Orange Track-it :
Move seats within the classroom

Yellow Track-it light : move classrooms
*Stay in at break/lunchtime

Red track-it :
See Head teacher/
Assistant head(s)

Meeting with parent(s)



Standards and Expectations

Our behaviour standards and expectations are used by the children to reflect on their behaviour each week. If they have earned their gold star for the week, this will be recorded in their diary, so as parents, you will know if they have or have not earned their star each week.



You will also see these expectations displayed in the playground. They are based around our Mission Statement:



We will always show respect and celebrate the efforts of others.



We will always respect our school environment, making sure it is clean and tidy.



Mission Statement

At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

We will always remember that we are all part of the St Bernadette's family.



We will always solve our differences with love and kindness.



We will always show good manners to everyone we meet in school.



We are always quiet and calm when moving around our school.



Mission Statement

At St. Bernadette's Catholic School, you will find us caring, hardworking and cooperative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

We will always try our best in our work and never give up even when it is difficult.



We will always speak kindly and play considerately with others.



Special Educational Needs and Disabilities Coordinator

Miss Hulse is our school SENDCo.

She works with children, teachers, parents and agencies to ensure that our pupils' needs are met.

Please visit our school website to find out what we can offer you, if you think your child has special educational needs.

If your child is on the SEND register, bookable appointments will be arranged this half term so please keep an eye on your emails.



How to speak to the SENDCo if you have a concern:

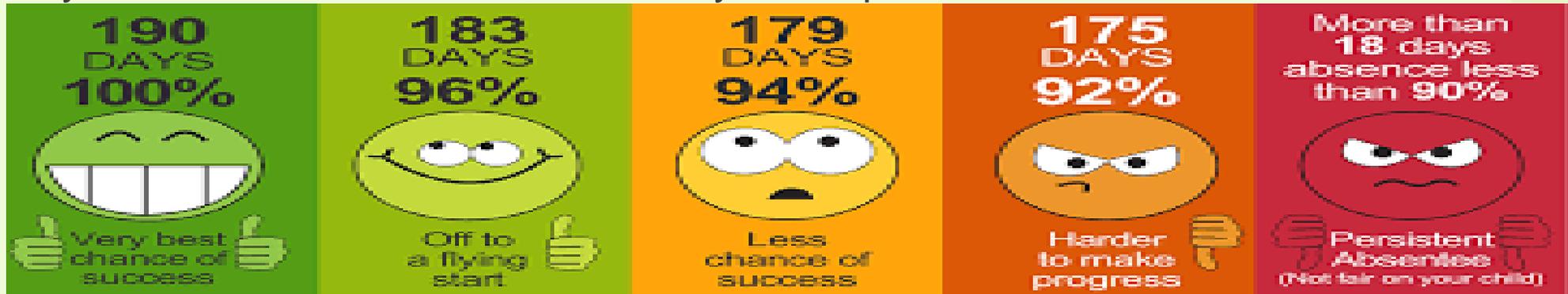
- We always encourage you to talk to your child's class teacher in the first instance
- Speak to a member of the office team to find out when the SENDCo may be available for an appointment
- You can also email her directly on SENDCO@stberns.bham.sch.uk or call her on 0121 783 7232 (option 3)
- We will hold review meetings with parents/carers during the school year so that you can find out how your child is doing in school



Attendance:

Good attendance at school is essential to ensure that your child is given the opportunity to learn and develop. It is also the grounding for later life, both in secondary school and employment. Allowing children to be absent from school for no or minor reasons teaches them behaviours that they will take into adulthood as well as stopping them from reaching their full potential.

Our aim is for all children to be in school every day. However under some circumstances they cannot attend school due to illness. However, we aim for every child to be in school for over 94% of the academic year. To achieve this aim, we need your help.



Attendance Figures for 2018-2019: 96.2%
Attendance Figures for 2020-2021: 95.3%
Attendance Figures for 2021-2022: 92.8%



Communication:

- Ways to communicate with us or school:
 - Please write a note in your child's diary
 - Pass a message via the teacher on the door in the morning
 - See us at the end of the day on the door
 - Ask at the office to make an appointment with Year 5 or a senior member of staff
 - Give ideas or comments to any of the Parents' Forum representatives.
 - Write a note and place in the comments box outside the office window.



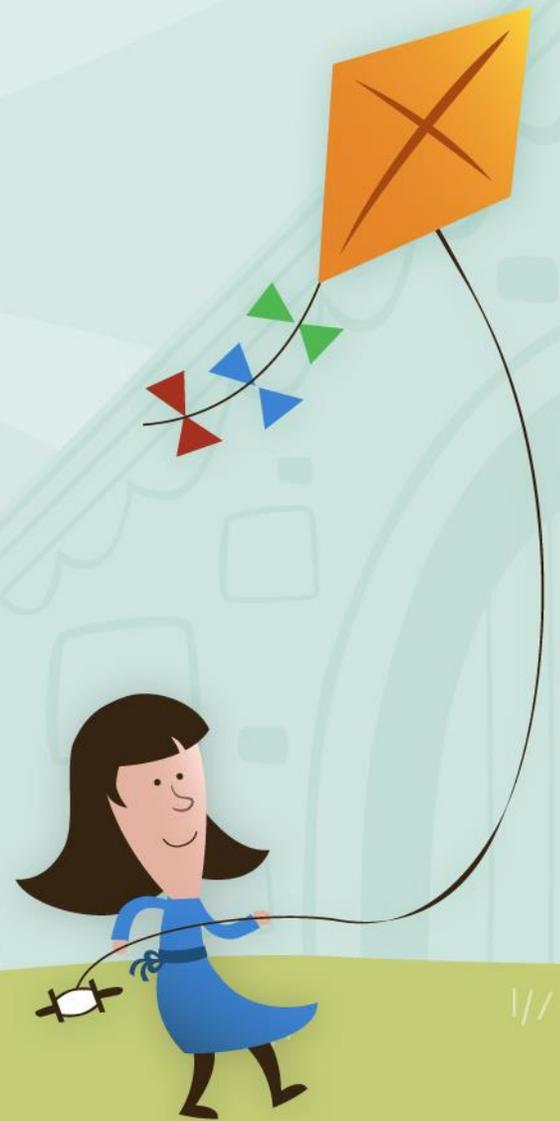
Twitter:

- We regularly update both the school website and our school Twitter account with photos and videos from lessons, trips and activities. Following these pages will help to keep you informed about what your child is doing in Year 5.
- @StBernsPrimary (Twitter)
- stberns.co.uk (website)



Thank you

Year 5



Diary Dates (Autumn Term):

All dates may be subject to change

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