



Year 5

National Curriculum Overview
Age Related Expectations (ARE)

Parent Guide



Information for Parents/Carers

YEAR 5

National Curriculum Coverage & Age Related Expectations

Context and background:

The DfE revised and introduced a new National Curriculum in 2014 for maintained schools. The expectation being that it would be fully implemented by September 2015.

The Primary Curriculum is made up of the following twelve subjects:

Core subjects:

English – including reading, writing, grammar and spelling, phonics, spoken language

Maths

Science

Foundation Subjects:

Art & Design

Computing

Citizenship Education (CE or combined PSHCE)

Design & Technology

Geography

History

Languages (KS2)

Music

Physical Education (PE)

In addition,

RE

Personal Social Health and Economic Education (PSHE)

In England, all state funded schools must offer a curriculum which is 'balanced and broadly' based and which:

- promotes the spiritual, moral, cultural , mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All schools are required to make provision for a daily act of collective worship and must teach Religious Education (RE) to pupils at every Key Stage*.

*(Key Stage being defined as Key Stage One age 5-7 (Y1 & Y2) or Key Stage Two (Y3-Y6, age 7-11).

The full curriculum can be accessed via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

The Programs of Study: The Learning Content

The National Curriculum sets out the subject content each Key Stage* for each year group, in Programs of Study (PoS). These are ‘the matters, skills and processes’ to be taught. Schools are free to organise their own curriculum and add additional content. Schools which are or have converted to Academy status, have greater flexibility regarding subject content and are not legally required to follow the National Curriculum, provided that a ‘balanced and broadly’ based curriculum is offered.

Roseacres Primary is an academy, sponsored by The Learning Partnership Trust (TLPT), and as such has greater freedom and flexibility to determine its own curriculum. The Trust has decided to fully implement the new National Curriculum, as the content for the national statutory tests (SATs), is derived from this. At Roseacres we will seek to provide engaging, motivating key themes or topics in order to deliver the subject content that will inspire the children to learn and make progress. The topics will be cross curricular and include varied opportunities for the children to learn in a variety of ways, including inside and outdoor learning, as well as involve other individuals or external agencies or class trips, where this is appropriate, and extends the learning.

The Programs of Study (PoS) and Assessment

These are set out in Age Related Expected statements (ARE) for each year group or as in the case of Year 5 and Year 6 as an upper key stage 2, spanning two years.

For assessment purposes we have purchased the ‘notasweknowit’ assessment tool which matches the National Curriculum Programs of Study ARE. These are written in more child friendly language that children can relate to and understand, such as ‘I can’ statements.

ARE ‘I can’ statements are used to identify what a child is able to do and identify any gaps in learning so that the teaching plans can be altered to meet the needs of the learners.

We record achievement against the ARE as: *B-below, B+ beginning; W- working within age related expectations; S- secure- at age related expectations, GD- greater depth above age related expectations*

Greater depth (mastery), means that a child is very confident and able to use and apply the year group 'matters, skills and processes' in a range of different learning contexts, with ease, showing expertise in the subject area. A child may achieve differently in different subjects. A child may also be working on ARE from a year group below, as they are not yet secure on those learning concepts. The key to successful learning and achievement is to scaffold learning, building upon what the child already knows and can do. New learning and challenge will then be introduced at an appropriate level that the child can access, so that they can build up their knowledge, skills and confidence in meaningful learning contexts. As a result, the teacher needs to know his/her pupils well and personalise the learning experience so that each learner is able to achieve and be successful.

Pupil Voice and Assessment

As a result of changes in assessment practice, it has become even more important to involve pupils in their own learning journey. Pupils need to develop the behaviours required to be successful learners, such as:

Resilience and perseverance- to be able to try, 'have a go' and to keep on doing so until they achieve success; to be able to learn from their mistakes and know that it is okay to make mistakes;

Reflect – upon their learning, link it back to the learning intention- what can I do now that I couldn't do before? Do I understand? What else do I need to know? Who can help me?

Responsible- making choices, being honest about the learning task, choosing a challenge that is right for them.

At Roseacres our staff will act as role models to demonstrate effective learning behaviours which will form the basis of the expectations of all pupils in all lessons. We will endeavour to encourage and support all children to: try their best, persevere, make mistakes and know that it is alright to, learn from their mistakes, be successful and celebrate achievement.

There are different ways children can be involved in assessing and reviewing their own learning. We will use a variety of strategies that will be appropriate to the age and stage of development of the pupils. For example, self- assessment, this may take the form of using a prepared list of success criteria and looking for evidence of this in the work just completed and ticking against each one, or writing a comment. A traffic light system may be used so the child is able to notify the teacher how they found the level of challenge, e.g. green- easy, orange- a bit hard/ a bit easy/ just right, red- hard/do not understand.

Peer assessment is also a useful tool which the children are introduced to and used as part of the review of learning. Pupils are given the opportunity of working with different partners to review learning together. In this instance the pupils may verbally and then write a 'star and a wish'. One aspect which they liked (a strength- linked back to the learning objective/ success criteria) and one area to improve.

A whole range of different assessment tools will be used by the teacher in order to ensure that the intended learning (ARE) are understood by the pupils and if not, the curriculum plans and teaching organisation, altered accordingly. As a result, the teacher's curriculum plan is a tool that will

continually change, e.g. during the lesson, over the course of the week, or over the course of the teaching unit, in order to ensure that the learning is appropriate.

Marking code

This has been designed so that it is simple and clear, so the children understand how well they have done and what they need to improve further. This is age appropriate; verbal feedback is an important feature used in addition to the written codes and detailed comments, used help a child to improve and make more progress.

KS2 CODES FOR MARKING

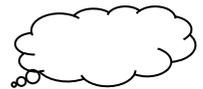
'lo' - The learning objective (what the child is learning, key skills/ age related expectations)

Comments or additional marking by the teacher/LSA using a blue or black pen.

MATHS: correct answer a tick or incorrect a dot ●

All: Highlight 'tickled pink' to show achievement/success against the learning objective

- Highlighted green to show GAP/ MISCONCEPTION/ INSECURE/ NEXT STEP
- GREEN 'Try it bubble may be also used for CONSOLIDATION/ SECURING , EXTENSION
- Pupils respond to the next steps in pencil or pen.
- Pupil editing (improving work) or correcting work using a 'purple polishing pen'



- Pupils can self or peer assess our work using: traffic lights/smiley faces



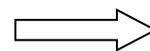
or **QFL**

Teacher/LSA/other adult may use these symbols alongside a written comment:

WRITING: A star (positive)

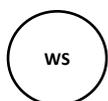


and a wish ('even better if')



which may be used when marking extended writing. It may also be used for self and peer assessment.

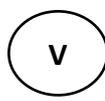
Other codes:



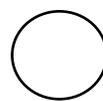
With support



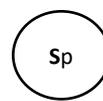
Independent work



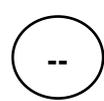
Verbal feedback



Self /Peer/other



Spelling



Underline

Year 5 Learning Expectations – by the end of the year

Set out below is a comprehensive list (taken from the assessment tool ‘notasweknowit’) for each subject breaking down the statements into each year group to make it more manageable. The learning is set out in simple ‘I can statements’ that the child will be able to understand and relate to. This information is there to guide and support you and your child in knowing what they are expected to achieve in each subject by the end of the academic year.

It is **not** designed to be a checklist or a homework exercise for you to teach your child. It is a tool and guide so that you are aware of what is being covered in class over the course of the year.

For some children they will be very confident learners and therefore will be able to use and apply their learning in a variety of contexts with increasing challenge. For other children they will need more time and practice before they have ‘got it!’ For children with specific learning needs or special needs additional provision will be made and the class teacher will meet separately to discuss appropriate learning goals so that you child.

ENGLISH:

Reading: A Year 5 Reader

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

A Year 5 Reader (continued)

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can use meaning-seeking strategies to explore the meaning of words in context.

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.

I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

I can justify inferences with evidence from the text.

I can make predictions from what has been read.

I can summarise the main ideas drawn from a text.

I can identify the effect of the context on a text; for example, historical context or other cultures.

I can identify how language, structure and presentation contribute to the meaning of a text.

I can express a personal point of view about a text, giving reasons.

I can make connections between other similar texts, prior knowledge and experience.

I can compare different versions of texts and talk about their differences and similarities.

I can listen to and build on others' ideas and opinions about a text.

I can present an oral overview or summary of a text.

I can present the author's viewpoint of a text.

I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.

I can explain a personal point of view and give reasons.

I know the difference between fact and opinion.

I can use my knowledge of structure of text type to find key information.

I can use text marking to identify key information in a text.

I can make notes from text marking.

Targets in Spoken Language

A Year 5 Speaker

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the context.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.

I am beginning to select the appropriate register according to the context.

Writing Targets - A Year 5 Writer

Transcription

Spelling

I can form verbs with prefixes.

I can convert nouns or adjectives into verbs by adding a suffix.

I understand the rules for adding prefixes and suffixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.

I can use a thesaurus.

I can use a range of spelling strategies.

Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

Composition

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can establish a viewpoint as the writer through commenting on characters and events.

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well-chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

The children also need to read on sight and learn to spell common and exception words that are listed in the National Curriculum Document. These are different for each year group/key stage.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Each year the information for the various assessments, including key, common and exception words will be passed onto the next class teacher so that each child can continue to learning spellings appropriate to their individual needs.

The Y5 and Y6 common exception words only have been included in this booklet. (Refer to link above for other year groups).

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise	category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity	definite desperate determined develop dictionary disastrous	embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently
government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning	marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue	recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system	temperature thorough twelfth variety vegetable vehicle yacht

MATHEMATICS: A Year 5 Mathematician

Number, place value, approximation and estimation/rounding

I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.

I can read, write, order and compare numbers to at least 1,000,000.

I can determine the value of each digit in numbers up to 1,000,000.

Number, place value, approximation and estimation/rounding (continued)

I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.

I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

I can solve number problems and practical problems with the above.

Calculations

I can add and subtract numbers mentally with increasingly large numbers.

I can add and subtract whole numbers with more than 4 digits, including using formal written methods.

I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.

I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I can establish whether a number up to 100 is prime and recall prime numbers up to 19.

I recognise and use square numbers and cube numbers, and the notation for squared and cubed.

I can multiply and divide numbers mentally drawing on known facts.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.

I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.

I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions, decimals and percentages

I can recognise mixed numbers and improper fractions and convert from one form to the other.

I can write mathematical statements >1 as a mixed number.

I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can compare and order fractions whose denominators are multiples of the same number.

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can read and write decimal numbers as fractions.

I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.

I can read, write, order and compare numbers with up to 3 decimal places.

I can solve problems involving numbers up to 3 decimal places.

I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.

I can write percentages as a fraction with denominator hundred, and as a decimal.

I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.

Measurement

I can solve problems involving converting between units of time.

I can convert between different units of metric measure.

I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.

I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.

I can calculate and compare the area of rectangles (incl. squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.

I can estimate volume and capacity.

I can use all four operations to solve problems involving money using decimal notation, including scaling.

SCIENCE TARGETS - A YEAR 5 & 6 SCIENTIST

Working scientifically (Y5 and Y6)

I can plan different types of scientific enquiry.

I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Working scientifically (Y5 and Y6) (continued)

I can use the outcome of test results to make predictions and set up a further comparative fair test.

I can report findings from enquiries in a range of ways.

I can explain a conclusion from an enquiry.

I can explain causal relationships in an enquiry.

I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

I can read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.

I can describe the differences between different life cycles.

I can describe the process of reproduction in plants.

I can describe the process of reproduction in animals.

Animals, including humans

I can create a timeline to indicate stages of growth in humans.

Chemistry

Properties and changes of materials

I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).

Properties and changes of materials

I can describe how a material dissolves to form a solution; explaining the process of dissolving.

I can describe and show how to recover a substance from a solution.

I can describe how some materials can be separated.

I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).

I know and can demonstrate that some changes are reversible and some are not.

I can explain how some changes result in the formation of a new material and that this is usually irreversible.

I can discuss reversible and irreversible changes.

I can give evidenced reasons why materials should be used for specific purposes.

Physics

Earth and space

I can describe and explain the movement of the Earth and other planets relative to the Sun.

Physics (continued)

I can describe and explain the movement of the Moon relative to the Earth.

I can explain and demonstrate how night and day are created.

I can describe the Sun, Earth and Moon (using the term spherical).

Forces

I can explain what gravity is and its impact on our lives.

I can identify and explain the effect of air resistance.

I can identify and explain the effect of water resistance.

I can identify and explain the effect of friction.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Art & Design Targets - A Year 5 Artist

I can identify and draw objects and use marks and lines to produce texture.

I can successfully use shading to create mood and feeling.

I can organise line, tone, shape and colour to represent figures and forms in movement.

I can use shading to create mood and feeling.

I can express emotion in my art.

I can create an accurate print design following criteria.

I can use images which I have created, scanned and found; altering them where necessary to create art.

I can research the work of an artist and use their work to replicate a style.

Design & Technology Targets - A Year 5 Designer

I can come up with a range of ideas after collecting information from different sources.

I can produce a detailed, step-by-step plan.

I can suggest alternative plans; outlining the positive features and draw backs.

I can explain how a product will appeal to a specific audience.

I can evaluate appearance and function against original criteria.

I can use a range of tools and equipment competently.

I can make a prototype before make a final version.

I show that I can be both hygienic and safe in the kitchen.

Computing Targets - A Year 5 Computer User

Targets in *Safe Computing*: A Year 5 and 6 *Safe Computer User*

Knowledge and understanding

I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.

I understand the potential risk of providing personal information online.

I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.

I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.

I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).

I understand that some material on the internet is copyrighted and may not be copied or downloaded.

I understand that some messages may be malicious and know how to deal with this.

I understand that online environments have security settings, which can be altered, to protect the user.

I understand the benefits of developing a 'nickname' for online use.

I understand that some malicious adults may use various techniques to make contact and elicit personal information.

I know that it is unsafe to arrange to meet unknown people online.

I know how to report any suspicions.

I understand I should not publish other people's pictures or tag them on the internet without permission.

I know that content put online is extremely difficult to remove.

I know what to do if I discover something malicious or inappropriate.

Skills

I follow the school's safer internet rules.

I can make safe choices about the use of technology.

I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.

I can create strong passwords and manage them so that they remain strong.

I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.

I can competently use the internet as a search tool.

I can reference information sources.

Targets in *Safe Computing*: A Year 5 and 6 *Safe Computer User* (continued)

I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.

I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

History and Geography

History Targets - A Year 5 Historian

I can draw a timeline with different historical periods showing key historical events or lives of significant people.

I can compare two or more historical periods; explaining things which changed and things which stayed the same.

I can explain how Parliament affects decision making in England.

I can explain how our locality has changed over time.

I can test out a hypothesis in order to answer questions.

I can describe how crime and punishment has changed over a period of time.

Geography Targets - A Year 5 Geographer

I can plan a journey to a place in another part of the world, taking account of distance and time.

I can explain why many cities are situated on or close to rivers.

I can explain why people are attracted to live by rivers.

I can explain the course of a river.

I can name and locate many of the world's most famous rivers in an atlas.

I can name and locate many of the world's most famous mountainous regions in an atlas.

I can explain how a location fits into its wider geographical location with reference to human and economical features.

Music: A Year 5 Musician

I can breathe in the correct place when singing.

I can maintain my part whilst others are performing their part.

I can improvise within a group using melodic and rhythmic phrases.

I can change sounds or organise them differently to change the effect.

I can compose music which meets specific criteria.

Music: A Year 5 Musician (continued)

I can use my music diary to record aspects of the composition process.

I can choose the most appropriate tempo for a piece of music.

I can describe, compare and evaluate music using musical vocabulary.

I can explain why I think music is successful or unsuccessful.

I can suggest improvement to my own work and that of others.

I can contrast the work of a famous composer and explain my preferences.

Foreign Language Targets - A Year 5 and Year 6 International Speaker

Spoken language

I can hold a simple conversation with at least 4 exchanges.

I can use my knowledge of grammar to speak correctly.

Reading

I can understand a short story or factual text and note the main points.

I can use the context to work out unfamiliar words.

Writing

I can write a paragraph of 4-5 sentences.

I can substitute words and phrases

Physical Education (PE): A Year 5 Sports Person

Games

I can gain possession by working a team.

I can pass in different ways.

I can use forehand and backhand with a racket.

I can field.

I can choose a tactic for defending and attacking.

I can use a number of techniques to pass, dribble and shoot.

Gymnastics

I can make complex extended sequences.

I can combine action, balance and shape.

I can perform consistently to different audiences.

Physical Education (continued)

Dance

I can compose my own dances in a creative way.

I can perform to an accompaniment.

My dance shows clarity, fluency, accuracy and consistency.

Athletics

I am controlled when taking off and landing.

I can throw with accuracy.

I can combine running and jumping.

Outdoor and adventurous

I can follow a map in an unknown location.

I can use clues and a compass to navigate a route.

I can change my route to overcome a problem.

I can use new information to change my route.

**Don't forget, the Curriculum Leaflet for the term should be referred to as this sets the learning in a context that the pupils can relate to and understand. Please remember that the above should not be used as a checklist but as a reference tool to aid understanding and enhancement. For us, it enables us to plan and structure an appropriate curriculum over the course of the whole year, not only introducing skills but also revisiting, consolidating and reinforcing them, and extending as appropriate.*

Please let us know what you think of this booklet, passing on your constructive comments (written or verbal) to the class teacher or to Mrs Barron.

Many thanks