

Bedgrove Infant School

Year Group: 2

Objective Meetings for Parents

3rd October 2018

Believe

Inspire

Shine



School Vision

- Every child will have the confidence, self-belief and resilience to embrace challenges and strive to achieve all aspirations.
- Every child will have empathy and compassion for all those around them, developing the foundations needed to become a responsible and respectful member of the community and the wider world

Values

- Virtue – make the right choices
- Aspiration – achieve goals
- Loyalty – look after school, classroom and friends
- Unity – working together
- Empathy – understanding differences
- Self-Respect – believing in yourself

Year Group Staff

Year Group Leader: Mr White

Lions: Mr White, Mrs Gough and Mr Jeffs

Jaguars: Mr Aziz, Mrs Richardson and Mrs Garcia

Leopards: Miss Rosewell, Mrs Grant, Mrs Clayton and Mrs Rajan

Tigers: Miss Read, Mrs Best and Miss Shaheen

Support throughout year group: Mrs Smith

A Typical Day

Different classes will have different days, depending on the needs of the children and the teaching style of the teacher. However a generic day in the Lions might look a little like this-

9.00 – Handwriting

9.15 – Maths

10.15 – Assembly

10.30 – Break

10.45 - Phonics

11.00 – Epic (often literacy based for the morning session)

12.00 – Lunch

1.00 – Epic (often a more creative lesson or lessons)

2.45 – Story

3.00 – Home time

Epic

At BIS we follow a 'creative curriculum'. This means that as much as possible we find links between different subjects rather than teaching each subject as a stand alone lesson. Epic is our own word for this, fusing the words 'English' and 'Topic'.

For example: In Autumn 1 we are studying Fantastic Fairy Tales. We looked at the story of the Ugly Duckling and discussed the important emotional issues about fitting in and having empathy for others. We also used this story to underpin our writing, changing the duckling to another young animal and talking about this scientific change (as animals and humans grow) as part of this process. In PE we explored movement through emulating different animals and finally we designed covers to accompany our new Fairy Tales. So we used the Ugly Duckling to provide a common context for many different lessons.

By thinking carefully about the context through which we teach and by making these connections we aim to engage the children in their learning and allow them to make their own connections across the curriculum.

Curriculum Areas

At the end of Year 2 we assess and publish data for Reading, Writing, Maths and Science.

We also follow the National Curriculum guidelines to teach the subjects of Geography, History, Art, Design, ICT, PE and Music.

As a school we are also committed to the wellbeing of the children in our care so teach a range of social and emotional skills through PSHCE and Mindfulness.

All of these subjects are taught through the creative curriculum approach and linked to broad over-arching themes chosen specifically to engage the children.

Outcomes

At present, we still have formal testing at the end of Year 2, the SATs. These are taken during Summer 1, generally speaking in mid to late May.

However, although the SATs can inform our judgements of the children's attainment they are not the manner in which end of year attainment is derived.

Children are assessed to the governments standards of Working Towards (the expected standard), Working At (the expected standard) and Greater Depth (within the expected standard, and this assessment is achieved through ongoing Teacher judgements of the work children produce every day during their time in Year 2.

Children, like adults, can have a bad day and to judge them for their performance during a single test on a single day would not give a fair understanding of their ability.

Books, Marking and Feedback

In Year 2 the children work in books during the majority of lessons and these books provided the bulk of our evidence for assessment. We mark and provide feedback in a specific way-

- Green pen
- Purple pen
- Symbols
- Verbal/immediate/respond to

SPELLINGS

- In Year 2 we send home spellings each week. Spelling go out on a Tuesday and are tested the following Tuesday. Spelling will vary each week, but at the beginning of the year they will focus on the Common Exception Words for Year 2 taken from the National Curriculum. As we go through the year the spellings will increasingly link to words linked to our writing projects and to the different topic we will study.

Assemblies

- ❑ Whole school Values based assembly each Monday
- ❑ Whole School 'Random Act of Kindness' Minion Board assembly each Friday
- ❑ Year Group Assembly
- ❑ Singing Assembly each week
- ❑ Class assembly each week

Opportunities for Parents

- Drop-in –each half term
- Curriculum Evenings
- Open Sessions
- Parent Evenings
- Friends of Bedgrove Infant School events
- Parent Helpers

We need you!

Parental support is hugely important, but it can sometimes be hard to know how to best help. So in the next slides we'll look at some practical ways that your support can have a massive impact on your child's education.

MATHS, real world maths

Counting: Counting up and counting down, counting everything! Sometimes parents happily do this with younger children, but it still can be of vital importance later on in school. Counting back from 100, or even trickier, counting backwards over 100 can be done anywhere and at anytime.

Times Tables: With a specific focus on the 2s, 5s and 10s and as a challenge the 3s, songs, games, repetition are all valid ways of learning times tables.

Number Bonds: Both to 10 and 20, speed of recall is the aim, the faster children can master these core skills the more intuitively they can apply them to answer increasingly complex questions.

Time: Telling the time on an analogue clock is, as many of us remember, a tricky skill. It really benefits from an everyday, little and often approach and when practised at home the child easily the value of this skill in the real world.

Place Value: Helping children understand the difference between units/ones, tens and hundreds and reinforcing this with your language- 14 is the same as 1 ten and 4 ones, NOT 14 is 1 and 4.

Money: Using money in the real world and again seeing the real world importance of maths involving money.

Reading and Writing

Reading comes in various stages to children and no matter which stage your child is working at reading at home is absolutely vital. It is through reading that we pick up many skills and styles of writing and confident readers often become the most competent writers.

Decoding and Sounding Out: At first children learn the sounds each letter or group of letters make and then how to blend these individual sounds together to read out a word. At this stage constant practise is really important. Each time you read with your child you're reinforcing the connections between different letters and the sounds they make. Each time they blend these letters together they are improving their speed and confidence until familiarity means that they will recognise by sight increasingly complicated words.

Engagement and comprehension: No matter the level your child reads at books should be fun and engagement and comprehension go hand in hand. Talk about the books you read together, do they like this story or not, do the pictures match the words, what do you think will happen next and why do you think it? A particular favourite of mine to instigate conversation is to make bold and ridiculous claims that children can't help but respond to - e.g. the wicked witch is clearly the hero of the story because she has the best hat.

Linking the books they read with the words they write: When children are confident readers they often begin to experiment with writing their own little stories, often copying vocabulary, plotlines and stylistic flourishes from their favourite authors. We can support this by opening up our discussions about the books we read to include questions about Why the author has done something. Why was that word written in bold? Why did the author spend so much time describing the villain?

Helping us run smoothly:

Little things can have a big impact on the smooth running of a school. You can help us and support your child by

Please support your child by:

Labelling clothes, water bottles etc

Dressing themselves

Reading – suitable time/place

Pictures with questions

Giving your child time

Spellings

Communication

- SLT on the gate each day
- Home/school diaries- change of circumstance/information from home/note about absences
- Newsletter- by email first Friday of each month
- App- please download- regular notices from teachers/office
- Website – all information on here www.bedgroveinfantschool.co.uk
- Email/text – letters/information sent home- we need up-to-date contact information at all times
- Parent Mail- cashless school – booking crèche/uniform/voluntary contributions
- Phone/email Office for appointment to see teacher/DHT/HT

Contact Details

- Speak to class teacher (CT) - (after school, TA before)
- Speak to Year Group Leader if CT not available
- Speak to HT/DHT

- Email office@bedroveinfant.co.uk for general questions and information
- Email head@bedroveinfant.co.uk for concerns and issues
- Email kitchenstaff@bedroveinfant.co.uk for lunchtime and menu queries.

Important Information

- Lunches – all children can have a hot school lunch; fresh, locally sourced, healthy meals cooked on site that follow the School Food Plan
- Wet mornings / snow closures
- Absences / Holidays / appointments
- Late arrivals – main office sign in and taken to class
- Late collections – if not booked into Sunflower Group, children will wait for parents by the main office.

Activity Club

- Before School Sunflower Group 8.00am -9.00am - £3.00
- After School Sunflower Group 3.00 - 4.00 - £3.00 per child

Children should only be collected **from 3.30pm**, not earlier
There is no reduction in cost for collecting early as staffing needs
remain the same.

Grover Club- runs from 7.30am-9.00am and 3.00pm - 6.30pm,
independently from this provision.

www.bedgroveinfantschool.co.uk

- School diary for important dates
- Policies
- Newsletters
- Photographs of children in 'action' in Year Groups
- Information on the curriculum with ongoing updates

- FoBIS – friends@bedgroveinfant.co.uk
- Governors – Chair: Chrissie Green
- governors@bedgorveinfant.co.uk

Thank you for listening!