



Welcome to Year 2 at Southville Primary School

Welcome



Purpose of the meeting:

An opportunity to meet you early on in the term before Parents' Evening.

Share with you information about our expectations and how you can help your child.

Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible.



Class staff team

Mrs Masih (Class Teacher).

Mrs Jones (Learning Support Assistant Monday – Wednesday shared across the three classes, but based in Fox and Falcon).

Mr Cole (Learning Support Assistant Thursday – Friday shared across the three classes, but based in Flamingo).

Fox Class will also be taught by:

Miss Holden – Thursday mornings to cover Mrs Masih's leadership time.

Miss Holden, Mrs Asensi and George – Thursday afternoons for PPA.



Key staff within KS1



MRS MASIH
Fox Teacher
Key Stage 1 Lead



MISS GRIFFITHS
Falcon Teacher



MISS SPOONER
Flamingo Teacher



MRS JONES
KSI LSA



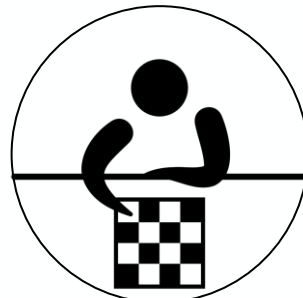
MR COLE
KSI LSA



MRS ASENSI
PPA cover



MISS HOLDEN
PPA cover



GEORGE
PPA cover



MRS FISHER
Emotional Literacy
Support Assistant



MISS ASH
Reading Support
Assistant

Key staff within the School



MR BOWMAN
Headteacher



MR COMMANDER
Deputy Head



MR POTTER
Deputy Head



MRS MATHIAS
Family Liaison



MRS MOODY
Special Needs
Coordinator and
Inclusion Lead



MISS TRIMNELL
SENCo support



MRS FLAECHER
School Business
Manager



KERRI STENNER
Kitchen Manager

What does my child need?

Please send children to school with a **water bottle** everyday. Fruit is provided at playtime although children are welcome to bring in their own **healthy snack**.

- **Please do not send nuts (or sesame seeds - this includes hummus)**

Children must also bring in their **reading record** and their **reading book(s)** daily.

We are asking that children *do not bring in toys or pencil cases*, so please ask them to leave these at home.



PE

Our regular PE days are **Thursday** and **Friday**, but please note that sometimes we might need to change our timetable around events, Bristol Sports lessons and trips.

'Working' at home



Reading

Homework

Reading

Children will change their books on a specific day each week (to be written on a printed slip in your child's reading record).

Reading Groups	DEAR Time	Reading at Home
<p>Children will move to work with others across the year who are reading at a similar level.</p> <p>This happens 3 times a week.</p>	<p>Children have designated time each week to Drop Everything and Read!</p> <p>They are able to explore the books in the classroom and library.</p>	<p>Children should be reading at home as much as possible.</p> <p>When you do listen to your child read at home, please record this in their reading record so the CT can have a look.</p>

How to help your child with reading

- This is probably the most important thing that you can do to help your child make progress.
- Research shows that the more your child reads, the more progress they make.
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud.
- As well as children's school reading book (changed once a week), read whatever your child is interested in – magazines, comics, websites etc.
- Discuss the stories or facts you read about using a range of questions.
- Sign your child's Home-Learning Diary regularly.
- We encourage you to read with your child at least 5 times a week at home.



Google Classroom

To access Google Classroom use your child's username and use the class code to get into the 'classroom'. These will be stuck in reading records.

Homework should be completed in pencil. Please encourage good presentation, but don't overly worry about your child's handwriting as the content is more important.

If you don't have suitable writing materials at home, please don't hesitate to ask us for resources.

Please also let us know if you feel that the homework is too demanding for your child.



Homework

Homework is set termly and will be shared on Google Classroom (paper copies available).

Homework should be completed in pencil. Please encourage good presentation, but don't overly worry about your child's handwriting as the content is more important.

If you don't have suitable writing materials at home, please don't hesitate to ask us for resources.

Please also let us know if you feel that the homework is too demanding for your child.

Our curriculum

Term 1 – 4500 miles away

Term 2 – Fire, Fire!

Term 3 – Power of Pictures

Term 4 – Amazon Adventures

Term 5 – From Bean to Bar

Term 6 – Terrific Trees

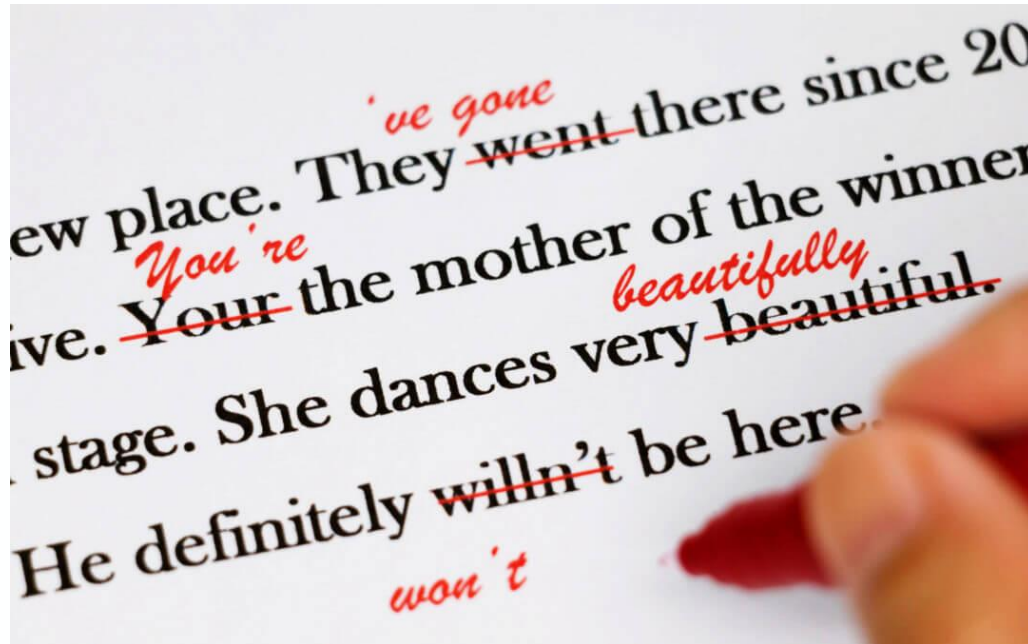
Writing in year 2

5 star sentences

<p>★ 1 Finger Spaces</p>  	<p>★ 2 Capital Letters</p>  	<p>★ 3 Handwriting</p>  	<p>★ 4 Punctuation</p>  	<p>★ 5 Spelling</p>  
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Feedback and Marking Policy

Children will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

Feedback Policy: Meaningful, Manageable and Motivating

The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to understand the feedback they have been given and make progress in the moment.

- We place great importance on creating a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets'). We emphasise the importance of 'personal bests'.
- **What you will see:** children editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we'll be doing this verbally in lesson)
- This doesn't mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide to individual children and groups of children).

Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

Behaviour Expectations

Our whole school expectations for behaviour are

Be Kind, Aim High and Behave Safely.

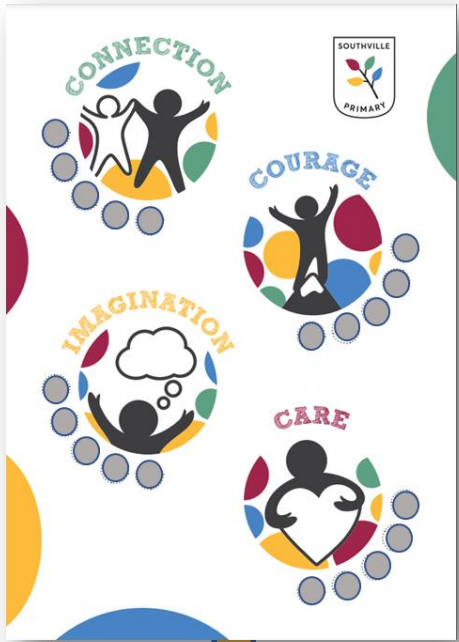


BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.

Relationships and Behaviour Policy



The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

The ZONES of Regulation

<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Attendance



- All school time is important for children, and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the senior team and the Family Liaison Officer and externally our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.
- Punctuality is also very important: 5 minutes late each morning is 25 minutes per week, 950 minutes per year! That's almost 16 lessons of lost learning time.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)

Uniform

Key reminders:

Hoods up / hats on in classrooms

Black shoes and/or black trainers

Still not changing in school for PE:

No football shirts

Phasing out house-coloured t-shirts (okay for this year)

Can just wear the same black trainers if that is easier

No jewellery (watches and stud earrings are okay)

Communication



- **Parents' Evening** takes place in:
 - **Autumn** (week beginning 11th November)
 - **Spring** (week beginning 3rd March 2025).
 - Your child will receive an end-of-year report in **Summer**.
- The newsletter is sent out **every Friday** and it has all of the important whole school news and updates
- We will be sending out a year group specific **Weduc message every Friday**
- Action shots of school life are on the school's social media channels (**Twitter / Facebook / Instagram**)
- Please feel free to come over for a chat when we are dismissing the children. Please note that you may have to wait until all of the children have been dismissed and / or have to arrange a meeting at another time.



Thank you!

Any questions?