



Parents Information Event

Tuesday 16th May 2023

Father,

please pour out Your blessings upon our whole school community so that everyone grows in the knowledge of Your truth, love, wisdom and peace.

In Jesus' name we pray.

Amen.

RE, Catholic Life and Values

- We are a Catholic school. Catholic is a word that means 'Universal' and 'Inclusive' and this sums up what it means to be here.
- Everyone is welcome. Everyone is important. Everyone can succeed.
- Our Catholic nature is part of every moment in school, from offering the day to God in the morning to thanking God as we make our way home.

Ready, Respectful, Safe

- Do the children know the rules? Can they recite them without thinking?
- Three simple words that any action can be pinned to.
- Precise, positive – what is good about the behaviour? How does this fit our values?
- Framing our conversations – how do we show we are ready?
- Restorative follow up.



Virtues to Live By

Guiding Principles

To ensure children and young people are given opportunities to:

1. Experience a positive and purposeful ethos providing a sense of belonging to their school community.
2. Grow in their knowledge and understanding of the virtues.
3. Practise the virtues to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. To notice, to reflect, to pray and to play
9. To exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

Our Virtue to Live by:

Honesty

I tell the truth.

I am reliable and trustworthy.

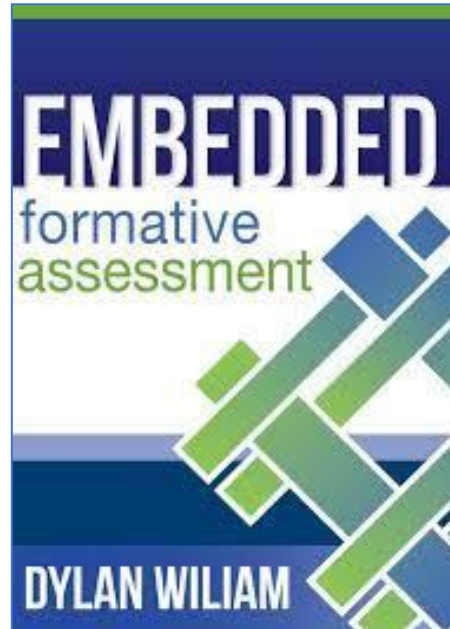
My actions match my words.

I am honest with myself and others even when it is difficult.

"Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body." Ephesians 4:25

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be better, there is no limit to what we can achieve.” Dylan Wiliam

Vision – Evidence informed so we give the best to our children



The role of external evidence...

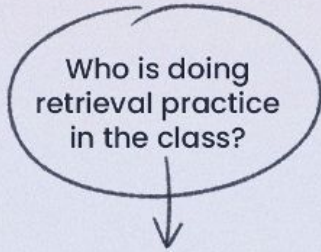




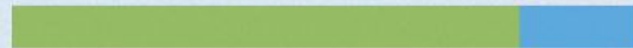
Laura*, what's the capital of Australia?



Just Laura



What's the capital of Australia, Laura*?

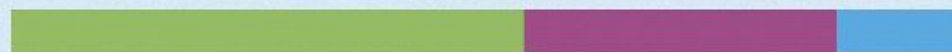


The quickest
in the class

Just
Laura



What's the capital of Australia.....Laura*?



The quickest
in the class

Everyone
in the class

Just
Laura




The power of cold calling & wait times


Created by Doug Lemov & Luke Tayler | Illuminated by @Inner_Drive | innerdrive.co.uk


Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead







REVIEWING MATERIAL

1 Daily review

10 Weekly and monthly review






Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

QUESTIONING

3 Ask questions

3 Check for student understanding




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps

4 Provide models

1 Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.




Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice

7 Obtain a high success rate

9 Independent practice

Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with less effective teachers'. Guided practice requires close supervision and feedback.
High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high Not 95-100% (too easy). He even suggests 70% is too low.

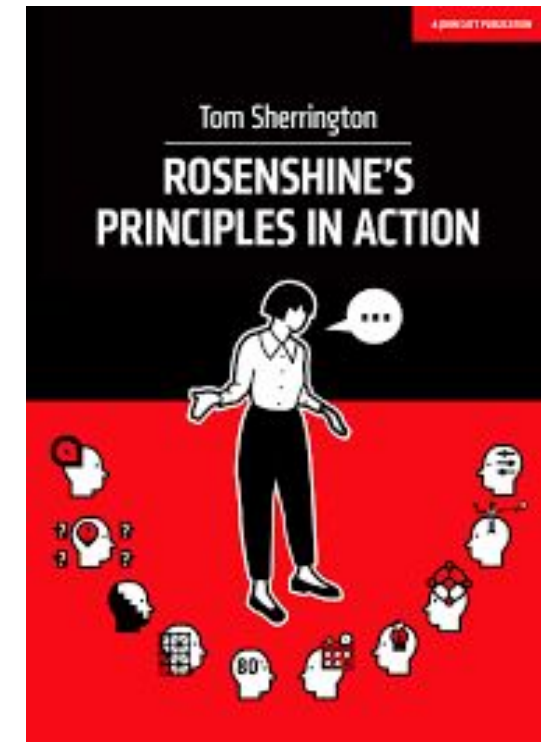
Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."



Mathematics Mastery

To name a few...

- 6 part lesson
- Do now
- Worked examples
- Maths meetings

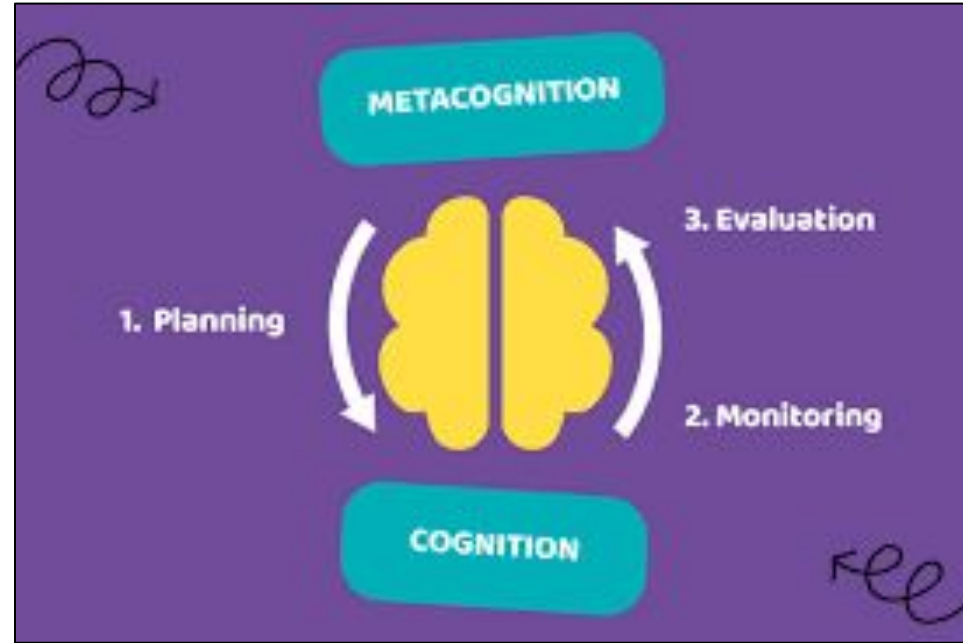


Nothing much is new...



We make sure we carefully consider how we do what we do to ensure it is effective.

What next...



Next year, we will be working with the children on developing their understanding of themselves as a learner and what strategies they have to help themselves learn.

Positive Regard

- We are on our way to moving from a 'Behaviour Policy' to a 'Relationships Policy.'
- Fitting in with the evidence-informed approach in school we are working to establish a trauma-informed culture in school.
- A quote which has resonated with me: "Trauma-**un**informed is only valuing children for academic success; trauma-informed is valuing the whole child."



Maslow's hierarchy of needs

Protect, Relate, Regulate, Reflect, Repair

- **Protect** is about the relationships we form, how we help children to develop their care, seeking and play systems, and knowing the children: “If it’s predictable, it’s preventable.”
- **Relate** is about listening, validating feelings, being **emotionally available**.
- **Regulate** is about being supportive when a child is experiencing rage/fear/panic/grief. “When a child can’t calm down, they need connection and comfort, not criticism and control.”
- **Reflect** – a child brings their story to us and we can help them to understand it – what they feel and believe about themselves.
- **Repair** – There is your truth, my truth and the truth but what really matters is building relationships – listening, being empathic and responsive.

Early Years

St Thomas of Canterbury

7 areas of learning

Prime areas

Communication and Language

Physical Development

Personal, social and emotional development

Specific areas

Literacy

Maths

Understanding of the world

Expressive arts and design

Characteristics of effective learning

- Characteristics of effective learning
- playing and exploring
- active learning
- creating and thinking critically
- Strong links with metacognition and effective learning behaviours
- with the rest of school

Curriculum

- Working closely with subject leaders to develop foundation of History, Geography, Science and Art in early years
- We have a spiral curriculum so children are introduced to “topics” in early years and revisited further up school
- In early years we have an overarching seasonal curriculum which allows children to explore their immediate surroundings/environment and begin to develop observational skills needed for later Science.
- Strong focus on vocabulary development-we do these through stories (talk through stories)-use of widgeo and Makaton-share this with parents and practise retrieval skills by recapping on previously learnt vocab at the start of sessions
- Use of outdoor and indoor environments to enhance children’s learning

Pre-school

Half termly topics

Autumn 1- All about me (transition)

Autumn 2- colour, light and dark (science links)

Spring 1- teddy's bears picnic (literacy links-based around stories)

Spring 2-where in the world (geography links -beginning to look at where we are from and comparing to different places such as Africa-revisited in reception)

Summer 1-animals and their young (science links-lifecycles)

Summer 2- travel and transport (history links-how transport has changed overtime-great inventions Y1)

Reception

Half termly topics

Autumn 1- All about me (transition)

Autumn 2- local community (geography links-builds on prior knowledge from pre-school where in the world topic KS1 link-my local community)

Spring 1- polar regions (geography links/ Ks1 link-polar places)

Spring 2-explorers (history links/ KS1 link great explorers)

Summer 1-hot places (geography links/ KS1-on safari)

Summer 2- summer holidays (history links past and present)



**Ruth Miskin
Training**



Parent Meeting Introduction to Read Write Inc.

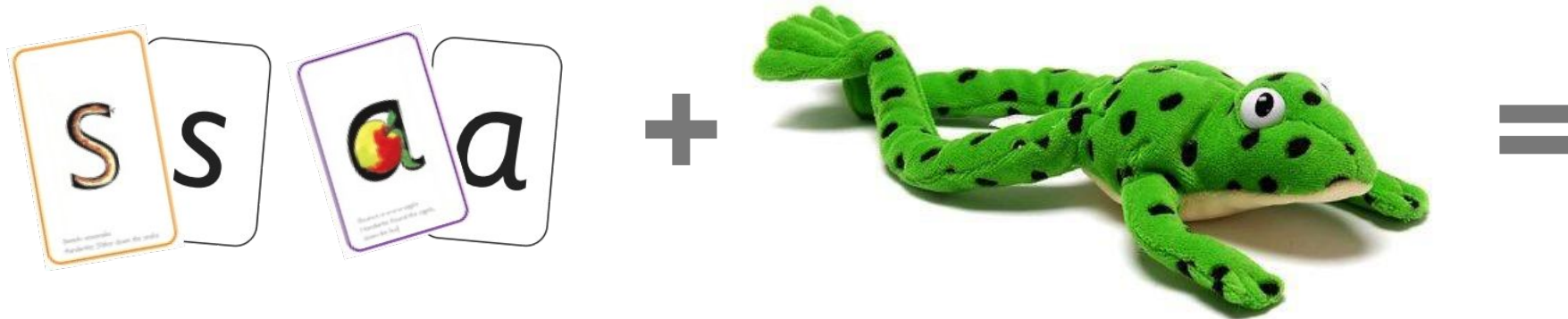
Reading changes everything

Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

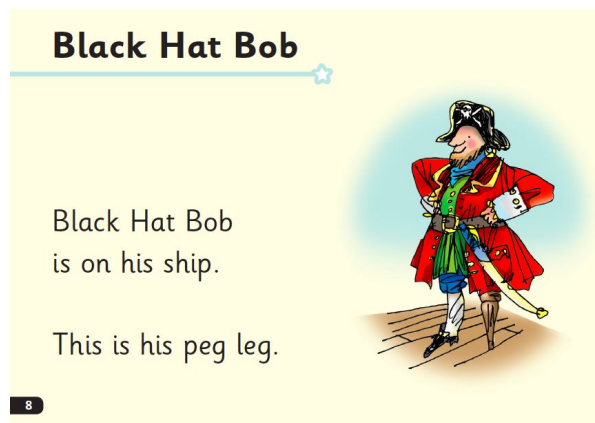
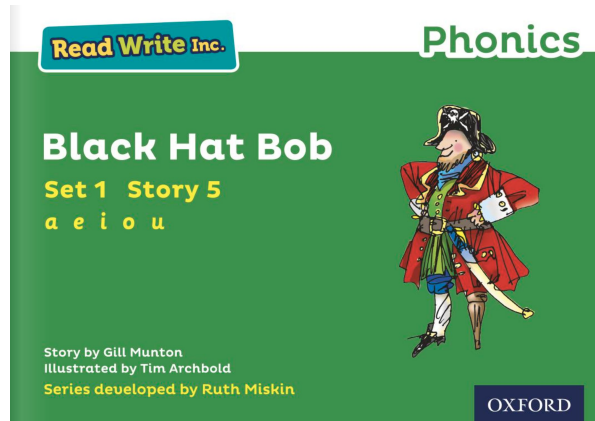
Jeanette Winterson

Sounds + blending = word reading



sat

Who is Read Write Inc. for?



- 3 Quick as a flash, Big Malc grabs a Jon-Z DVD and runs off. He runs to Snatch Smith's flat. (Snatch Smith is his best pal.)



"Look at this, Snatch," he brags.

- 4 Big Malc and Snatch look in the DVD box.

"But it's empty!" says Big Malc.

"All the DVD boxes in shops are empty!" says Snatch. "The DVDs are kept in the back!"

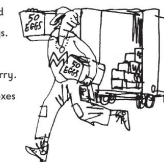


"Why's that, then?" says Big Malc.

"So that they don't get nicked!" says Snatch.

- 5 And then, last spring, Big Malc did all that stuff with the choccy eggs.

(He got them off the back of a lorry. A hundred choccy eggs in pink boxes with ribbons on. He is planning to sell them.)



5

Read Write Inc. Phonics daily lessons

m ay ea



mat
sleep
purse



Progress groups

- Group children by phonic stages.
- Teach to the group's challenge level.
- Re-assess all children every half term.

One-to-one tutoring – ‘keep up, not catch up!’



Which books will children bring home?



 Read Write Inc. Phonics eBook Library

Home

Welcome to the Read Write Inc. Phonics eBook Library.

Here you'll find eBooks of the core Storybooks for Read Write Inc. Phonics, from the Sound Blending books to Grey level. There are also two non-fiction eBooks for each level, from Green to Grey. Click the resources tab to explore the collection, or download our [overview chart](#) for a full list.

You can assign these eBooks for pupils to read at home after the 'third read' of the book in class.

Ready to get started? Find out how to [set up individual student logins](#) and more on our [support site](#).

Not subscribed yet? Find out how to [subscribe to the Read Write Inc. Phonics eBook Library](#).



Virtual Classroom films



Online resources available

Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>



English Mastery Wider Curriculum Formative Assessment

Lauren McKay- Y6 teacher, English & KS2 lead, acting KSi lead

English Mastery



- Mathematics Mastery and the existing secondary English Mastery
- Pilot SoW for Y3-Y6 (Y6 beginning in September)
- Reading, writing and grammar
- Constantly reviewing and adapting to meet the needs of our children and our school
- Reading for pleasure- diverse and ambitious class texts

Scheme/ programme	Year 2	Year 3	Year 4	Year 5	Year 6
	RWI Phonics and Get Writing Mastery English		English Mastery (pilot)		Mastery English
Class texts	-The Wolves in the Walls [Neil Gaiman] -The Great Kapok Tree [Lynne Cherr] -Dear Greenpeace [Simon James] -The Worst Witch [Jill Murphy]	-The BFG [Roald Dahl] -Cloudbusting [Malorie Blackman] -The Queen's Nose [Dick King-Smith] -Grimm's Fairy Tales [Ruth Brocklehurst, Gillian Doherty] -Fearless Fairytales [Konnie Huq] -The Wild Robot [Peter Brown] -The Adventures of Odysseus [Daniel Morden, Hugh Lupton]	-Charlotte's Web [E.B. White] -Varjak Paw [S.F. Said] -The Explorer [Katherine Rundell] -The Boy at the Back of the Class [Onjali Q. Rauf] -Race to the Frozen North [Catherine Johnson]	-Beowulf [Michael Morpurgo] -The Riddle of the Runes [Janina Ramirez] -The Closest Thing to Flying [Gill Lewis] -The Girl Who Stole an Elephant [Nizrana Farook] -Cogheart [Peter Bunzl]	The Spiderwick Chronicles [Holly Black, Tony DiTerlizzi] War Horse [Michael Morpurgo] The Explorer [Katherine Rundell]

Wider Curriculum Development

At St Thomas of Canterbury, our purpose is to nurture curiosity for every child, every day, within a community acting as a beacon of the Catholic faith. Our curriculum is driven by these beliefs and values. It equips our children with the skills and knowledge essential for academic success, whilst also offering the enrichment and cultural capital that supports them to grow into respectful, discerning and open-minded individuals. We passionately believe in:

- All children, all backgrounds, all succeeding.
- Research into action- a strong, carefully considered evidence-base for every decision related to teaching and learning through a lens unique to our context.
- Carefully sequenced curricula with opportunities to activate prior knowledge, revisit key concepts and build schema over the years.
- Responsive teaching- responding to the starting points and needs of individual classes and adapting the curriculum to meet their needs.

Formative Assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

- Constant
- Teaching from where the learner is
- Responsive to our students needs
- Making decisions
- Modifying



Formative Assessment

- All teachers need to improve their practice, not because they are not good enough, but because they can be better
- Held accountable for making improvements in their practice
- Structured action planning
- Teacher is accountable to their community
- **Even the best teacher in the school, needs to be even better, because when you do your job better your students will live longer, be healthier and contribute more to society.**

A great teacher:

- Establishes where the students are in their learning
- Identifies the learning destination
- Carefully plans a route
- Begins the learning journey
- Makes regular checks on progress on the way
- Makes adjustments to the course as conditions dictate

If you do what
you've always
done,
you'll get
what you've
always gotten.
Tony Robbins

Physical Education, School Sport and Physical Activity

- The minimum we would expect for every child is that they have access to 2 hours PE per week and 60 active minutes per day.
- Evo – Expertise, expectations, progression.
- 60 active minutes:
 - Lunch time clubs
 - Sports/play leaders
 - Events such as the Sheffield Skipathon and School Games Week
 - After school clubs

Physical Education, School Sport and Physical Activity

- Our place in the Links School Sports Partnership gives us access to a broad range of sports and activities and the chance for increased participation in competitive sport.
- When I first met our representative she mentioned the school's history of success in sports competitions in Sheffield.
- Our aim is to rebuild this reputation through quality PE, targeted to build towards intra- and inter-school competitions.

INSPIRE AND ENGAGE

These events will have an emphasis on participation. The aim is to inspire participants to continue their physical activity journey.

DEVELOP AND PLAY

These events will have an emphasis on personal development. The aim is for participants to learn and develop new skills.

COMPETE

These events will have an emphasis on competition. Taking part in these events may see participants progress to higher levels.



SEND at St Thomas of Canterbury School

Nurturing Confidence, Independence and
Resilience

Senco Role





ST THOMAS OF CANTERBURY PRIMARY SCHOOL

SEND GOALS

To work together to create a truly inclusive school where pupils can grow in faith, confidence, independence and resilience.

To work together with all our pupils on their journey towards a fulfilled adulthood; providing them with support to achieve their academic potential, become engaged, active learners, communicate effectively and develop positive relationships.

The Hive



Integrated Resource (I.R)

Commissioned by Local Authority

Physical/medical needs

Form of specialist provision within a mainstream

Integrated with mainstream lessons as appropriate to individual needs

Miss Needham - I.R Senco

Using the website and class blogs to support your child at home



Using the website and class blogs to support your child at home

OUR CURRICULUM

At St Thomas of Canterbury School, there is a strong evidence base to the way our curriculum has been developed. We have carefully considered the importance of cognitive science to ensure children build on prior learning, with frequent recall opportunities, and so know more and remember more.

As a Catholic school, a minimum of 10% of the teaching timetable is dedicated to formal religious education through the Come and See Programme. In reality, the Catholic teaching goes way beyond the 10% because the Christian values underpin every aspect of learning in our school. The children learn about faith and learn to live the faith. Throughout the school week, children are involved in daily acts of worship, liturgy and opportunities for deep, spiritual reflection.

The following documentation has been updated for the 2022-23 academic year.

Art

ART AND DESIGN CURRICULUM RATIONALE

ART CURRICULUM MAP

Computing

COMPUTING CURRICULUM RATIONALE

COMPUTING CURRICULUM PROGRESSION MAP

Early Reading and English

ENGLISH CURRICULUM RATIONALE

ENGLISH CURRICULUM PROGRESSION MAP

TRANSCRIPTION AND COMPOSITION PROGRESSION MAP

Our aims, how we plan to achieve them, and how we will know what is working.

What we will teach and when – including knowledge, skills and vocabulary.

Using the website and class blogs to support your child at home

PSHE Curriculum Progression Map



School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

Overarching Concepts									
Online	Respect	Being Safe	The Law	Respect, consent, diversity, identity	Online	Being Safe	The Law	Seeking Support	Personal Responsibility & Self Respect
Core Themes									
Relationships				Living in the wider world				Health and Wellbeing	
Topics									
Family				Community				Mental Wellbeing	
Friends				Online Safety				Staying Healthy	
Self				Money and Work				Growing	
Mental Health and Wellbeing									

Lesson resources are taken from the Sheffield Primary curriculum, and The Life to the Full programme provided by Ten Ten Resources. Ten Ten Life to the Full content is marked LTTF.

Year-on-year overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Identify special people and what makes them special.	Families are made up of a special group of people, which changes gradually over time.	Children and adults both have responsibilities to each other. We should feel loved, cared for and safe in our homes.	Families can change. There is no one set family structure and any type of family can provide love and support	All people deserve respect, even if they are different to other people.	Some people get married. Identify the positive features that should be present in a family. Learn how to disagree with respect.	We all rely on the people around us.
Friends	The characteristics of positive and negative relationships.	Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.	Understand why bullying is so hurtful.	We have responsibilities to our friends – other people's emotions are important and our actions can affect other people's feelings. The difference between a group of friends and a 'clique'.	Differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. Friendships are not always perfect and it is normal to disagree with your friends. Understand when a relationship is unhealthy when support is required.	Everyone is unique and worthy of respect. Friendships change over time. Identify behaviour that is controlling or manipulative and issues around consent and coercion	Understand what stereotypes are and learn to challenge them. Gay, bisexual, transgender and non-binary people may face discrimination; we should treat everyone with respect.
Self	We are each unique, with individual gifts, talents and skills.	Our choice of activities can affect our happiness.	We are important, unique people who deserve kindness and respect.	We all experience a range and depth of feelings. We have responsibilities for some things but cannot control everything.	Understand the range of powerful emotions that we can have. Learn what to do if we experience low moods. Build self-esteem.	Learn to express our sense of identity. Understand that our brains can get poorly and can be treated. Big events can affect our mental and emotional health.	Images in the media do not always reflect reality and can affect how people feel about themselves Emotions change as they grow up.

Using the website and class blogs to support your child at home

Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
C1) How do we make the world fair?	<ul style="list-style-type: none"> Understand what is meant by 'the rule of law' [link to British Values] Understand the basics of how laws are made and enforced Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children) Appreciate that the world is not fair and it is our responsibility to help those less fortunate Identify our common values (Link to 'British Values') 	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	<ul style="list-style-type: none"> Understand that we are all part of a wider community of people, who we rely on We have a responsibility to support other people in our community when we are able to Know that we should treat the people in our community with respect Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers) 	community, citizen, support, belong, adoption, same-sex,
C3) How can we help the people around us?	<ul style="list-style-type: none"> Understand that we have the power and responsibility to make our communities better places to live 	community, responsibility, acts of kindness
HSBC Money Matters lesson (Critical Consumer: Shopping Sense)	<ul style="list-style-type: none"> Explore the concept of 'fairness' and how to spend money ethically. Builds awareness of how our spending decisions can impact communities. 	fairness, ethical, impact
LTF Module 1, Unit 3 Session 1: What Am I Feeling?	<ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feelings that 'feelings' are not good guides for action What emotional well-being means Positive actions help emotional well-being (beauty, art, etc. lift the spirit) Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). 	feelings, emotions, information, experience, reaction, fear, anger, joy, sadness, boredom, tiredness, contentment, uncomfortable, masking ,emotional well-being, action, hormones, chemicals, puberty
LTF Module 1, Unit 3 Session 2: What Am I Looking At?	<ul style="list-style-type: none"> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. 	media, radio, television, newspapers, magazines, video, games, internet, advertising, influence, social media, truth, reality, stereotypes, resilience, self-confidence, Facebook, Snapchat, TikTok, Twitter, Instagram

Using class blogs to support your child at home



The Home of Year 5

Welcome

HOMEWORK

KNOWLEDGE ORGANISERS

CLASS NEWSLETTERS

Knowledge Organisers

Our knowledge organisers, showing what we are learning each unit, will be posted here.

Science

Spring Term – Properties of Materials

properties... 1 / 1 | - 75% + | [Icons]

Properties of Materials Knowledge Organiser

Properties of Materials	Choosing the right material
There are lots of different materials that we can make things out of and each material has its own properties. For example: Glass is transparent and hard, copper is magnetic and impermeable.	Different materials are used for particular jobs based on their properties. For example glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep your hands from being burnt.
 magnetic	 transparent
 impermeable	 thermally insulating
 flexible	

See the Key Vocabulary list for more examples of properties in red.

Testing for different Properties

As scientists we can set up investigations to find out the properties of materials. For example we could set up a simple electrical circuit and use different materials to complete the circuit to see if they have electrical conductivity as one of their properties. We must be aware of all the possible variables and only change one though to make it a fair test.

Solubility
Dissolving A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.
Sugar is a soluble material .
Sand is an insoluble material .
 soluble
 insoluble
 suspension

variable electric conductor electric insulator

RE

Unit 7 – Serving – Transformation

PowerPoi... 1 / 1 | - 55% + | [Icons]

PENTECOST – Serving: Transformation

Big Question: How can energy transform?

You know this from before

Jesus died and was resurrected → Jesus ascended to Heaven

The disciples were scared → Jesus sent the Holy Spirit to guide them

The Holy Spirit came as wind and fire → The disciples told everyone about Jesus. Everyone heard them in their own language.

The Road to Emmaus

Jesus came to walk with two disciples on their way to Emmaus. They didn't recognise Jesus. Jesus explained why he had to die and be resurrected. They recognised Jesus when he blessed and broke the bread.

Saul's conversion

The Holy Spirit can transform. Saul persecuted Christians. Jesus appeared to Saul on the road to Damascus and Saul went blind. Jesus told Saul to change his ways. Saul agreed and could see again. The Holy Spirit helped Saul to respect the words of Jesus. Saul wrote letters, calling himself Paul. Paul became a good example of how to live.

The Fruits of the Spirit

Paul says let the Holy Spirit transform us. The effects of this transformation are called the Fruits of the Spirit. The Holy Spirit guides us in how to live. The Holy Spirit helps and strengthens us.

love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control

[re-knowledge-organiser-unit-7](#)

Download

Parents – How you can help

- Promote the value of learning
- Good attendance
- Homework
- Back the school and our decisions.
 - We are not perfect and if you disagree, please contact Mrs Clements or Mr Richardson – we are listening.