

**MONTAGU ACADEMY**  
**WELCOME TO – YEAR 6 (6O and 6W) 2017-2018**

**Teachers** - **Sophie Ogden**  
**Teaching Assistants** - **Karen Stinson**

**Teachers** - **Lauren Whiting**  
**Teaching Assistants** - **Carol Jenkins**

**CURRICULUM**

At Montagu Academy we have worked hard to bring the national curriculum to life. We have developed and deliver an enquiry based curriculum.

The curriculum is built around questioning, which helps 'hook' the children into their learning. By using a questioning approach, it develops curiosity and incorporates challenge for all children. Children are involved in the planning and emphasis is placed on the learning experiences being motivating, engaging and relevant for all the children.

Each year group will have new learning challenges each half term. Through these challenges, opportunities are built in for children to apply key skills in English, Maths, Computing and skills in learning together.

**BUILDING LEARNING POWER**

Building Learning Power (BLP) is now established at Montagu Academy. BLP raises aspirations and develops positive learning behaviour.

BLP states that there are four key learning behaviours – Resilience, Resourcefulness, Reflectiveness and Reciprocity. Each of the four R's is made up of a number of areas of learning which we call learning muscles.

'The Language for Learning' is now firmly embedded in school and this enables us to engage all pupils in dialogue using a common language to support and develop our understanding of how we learn. This will continue this year.

**REWARDS AND SANCTIONS**

We have worked hard to develop our positive behaviour policy. In September we will continue to use class dojo to reward children. Children will collect Dojo points, which can be traded in for prizes. Parents also have online access to the points their children are collecting. The children have a celebration assembly in which good work is shared and the children receive certificates for this, along with certificates to recognise good behaviour.

With the class dojo system comes the ability for teachers to create notices about upcoming events, send messages to parents and post stories about what is happening in class.

If children break the Conduct Rules, then the five-step behaviour plan is implemented. This system has made a positive impact on poor behaviour in school.

## **HOW WILL YOU KNOW WHAT YOUR CHILD IS LEARNING?**

During the first week of a term, a summary of the key objectives to be covered will be sent home. Along with this will be any additional information regarding resources that your child may need to bring in for certain topics (e.g. boxes for DT and Art) and other relevant information i.e. trips, class targets etc.

### **PE**

If your child cannot do PE for any reason, then please send in a note explaining the reasons why and your child will be excused. If we are not informed by an adult, your child will be expected to do PE and in the event of not having their own PE kit, a spare school kit will be provided so that they can participate. If kit is forgotten on a regular basis a playtime will be taken. The required PE kit is:

- White T-Shirt or Polo Shirt (without branded logos)
- Plain black or grey sports shorts
- Trainers for outdoor games only
- Black plimsolls for indoor PE – this is for health and safety reasons
- Tracksuit for outdoor games (without branded logos)

Please note that the addition of plimsolls is new for September 2017.

### **ASSESSMENTS**

Children will be continually assessed in line with the National Curriculum 2014 requirements in order to create an accurate picture of their progress and attainment throughout the year.

Children in Year 6 will be taking part in termly assessments in test conditions. This is to assess their learning, inform our teaching and to prepare them for end of KS 2 tests. The end of KS2 tests will take place in the week beginning 14<sup>th</sup> May 2018. It is important that all children attend during this week.

### **FIRST WEEK BACK**

The following activities will take place in the first week back:

Explaining and agreeing class procedures

Explanation of expectations and agreement of Class Vision

Explanation of seating arrangements

Discussion of Conduct Rules

Setting of individual and Class Targets

School Councillor voting

Allocating Class Jobs

## **INFORMATION GIVEN AT FIRST PARENTS' MEETING**

- How your child has settled in
- Support Plan (if required)
- Involvement in Intervention Groups
- Discussion of Targets
- Assessment dialogue based on our assessment approach

## **READING**

- Your child will be given a reading book appropriate to their reading age and level of attainment and understanding in reading which they will bring home along with a Reading Record book.
- Your child will read once a week (where appropriate – this may be more or less depending on the Reading Age of the child) in school and is expected to read at least three times a week at home as well and return their Reading Record to school.
- Your children may need reminding and support in this from both school and home so please encourage them with this.
- The Reading Record book should be completed by either the person who listens to the child read or the child themselves depending on suitable reading levels of attainment. The book will be changed if an adult has commented in this book and the child has completed reading the book with few problems, showing good understanding. If only the pupil has commented, the book will be changed if the teacher is satisfied that the child understands the text they have read (through explanation or answers to questions).
- Your child will also have a set of group reading books which will be kept in school.

## **SPELLINGS**

- Your child will be required to learn their spellings. This may form part of a spelling pattern where they are generating their own words, or in the form of learning a given list. It is also part of their homework to practice them at home every night. The year 5/6 spelling words are included in this pack for children to practice during the summer holidays.
- When practicing, children need to give careful thought to the patterns or strategies that they are learning and may need your support to do this.
- We encourage a range of strategies to learn spellings but simply looking and copying is NOT one of them. If your child is practicing in this way, then please encourage them to cover the word they have looked at before they write it again so that they are writing from memory rather than simply copying. They can then uncover and check, noting any errors or celebrating their success.

## **HOMEWORK**

Homework is an important aspect of your child's preparation for their end of year tests as it will form the basis for the children's early revision. There will be a designated homework club purely for year 6 children.

Your child will be expected to:

- Read at least 3 times a week
- Learn the spellings given to them
- Have weekly maths and GPS (Grammar, punctuation and spelling) homework
- Practice times tables at home.

### **MATHS AND CALCULATIONS POLICY**

- We would ask all parents to support us and your child in the methods we have agreed in school. If you would like a copy of the Calculations Policy, one can be obtained from the school office in September when the final review has taken place in preparation for the new curriculum.
- The methods currently taught today maybe different from methods taught when most parents and teachers were at school and therefore it is essential that your child is encouraged and supported in learning the methods we teach presently.
- If you need any support with these methods, please ask the class teacher or another member of staff for support and they will explain them to you.

### **THE SCHOOL DAY**

KS2 start their day at 8:50. It is extremely important for children to arrive on time so that they do not miss their spelling work. The children will have a morning break time between 10:30-10:45. Lunchtime will be from 12:15 until 1:15.

**THANK YOU FOR YOUR ONGOING AND CONTINUED SUPPORT!**

Your support here is greatly appreciated with all of these areas above and it really does make a difference to a child's learning, particularly maths, reading and spelling levels of attainment and understanding if our policies and advice is followed.