

Aims and Intentions

Curriculum Presentation

- *This should provide an overview of*
 - *what will your child be learning this year*
 - *how they will be learning this year*
- *It is also a chance to share*
 - *how we will report on your child*
 - *how you can support your child at home*
 - *any information that is specific to this year*

Reporting To Parents

How will I know how well my child is doing?

- *Termly parent's evenings*
- *A chance to discuss progress and attainment*
 - *how much have they progressed since last report*
 - *are they at the expected level for their age*
 - *what do they need to do next*
- *Any concerns shared*
 - *intervention strategy*
 - *PLPs*
 - *fully informed*
- *A written report annually*
- *If you have any worries contact us immediately*

Curriculum Evening September 2026

Communication

How can I keep in touch?

- *Catch staff at the end of the day*
- *Message to staff on the doors in the morning*
- *Urgent queries or messages contact the office*
- *If you have any worries contact us immediately*



Curriculum Evening September 2026

Supporting Your Child At Home

Working in partnership

Accelerated Reader

Reading at Home and its importance

- *Vital skill to support the wider curriculum.*
- *Huge impact on self-esteem and future life chances.*
- *Above all, we want children to find pleasure in reading books and become readers for life.*

We ask for your support in making time to listen to your child read at least 3 times a week and sign the reading diary. Please bring in reading books and records daily. Reading records will be checked each Friday.

Reading for pleasure is the single most important thing that will make a child successful in life.
UNESCO, 2011

Reading

Reading is the key to learning

•At RTPS we believe that reading is the key to learning and we place a huge emphasis on the importance of this in our curriculum. As a school, we will equip children with the skills to read with fluency, accuracy and understanding. Children will have opportunities to read through:

- *Daily Accelerated Reader book alongside quizzes.*
 - *Whole class reading during Literacy.*
 - *1:1 reading in 'Relaxed Read' and during lessons.*
- Some children may also be taking part in our Phonics programme Little Wandle.
- *Rapid catch up tailored to your child's needs.*
 - *Targets gaps in phonic knowledge*
 - *Extra reading book linked to the programme.*

Supporting Your Child At Home

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- *Spelling:*
- *When children have been taught a spelling rule, we expect them to be able to apply this within their independent writing. Therefore, it is important that the children do not just learn the words for the test, but also understand the spelling rule. We have put a spelling menu to support the children with practising their spellings in their homework books.*
- *Some units last a week, others are longer and can be 2 or 3 weeks so we will indicate when the spelling test will be.*
- *Children will be tested on some from the list taken home plus some words with the rule that has not been taken home and some from previous patterns.*

Supporting Your Child At Home

Working in partnership

Other Homework

- *Times Tables*

- *Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts.*
- *Focus on Times Tables in Maths lessons.*
- *Weekly use of Times Table Rock Stars.*

It is important that children are confident in recalling multiplication facts.
Please support them in practising at home for a minimum of 30 minutes per week.

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Supporting Your Child At Home

Working in partnership

Summary of homework:

-Reading

At least 3 times per week

-Spelling

Given out on a Friday to practise at home.

-TTRS

Set linked to specific tables. Children to spend 30 minutes per week.

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Supporting Your Child At Home

Useful resources

*Top Marks -
Hit the Button*



ICT Games



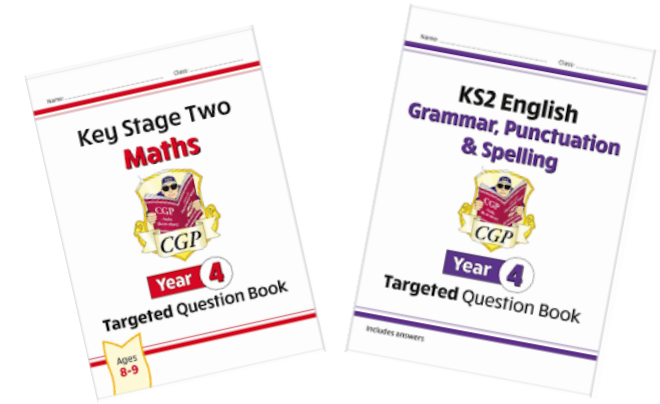
Times Tables Rockstar



Crickweb



BBC Bitesize



Maths is Fun



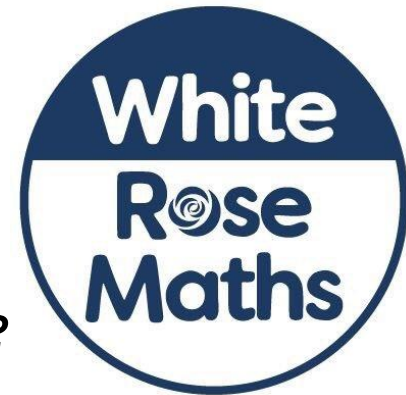
The Curriculum: Mastery Mathematicians

- *A mastery approach*

A set of principles and beliefs which includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with the maths gene' nor 'just no good at maths'.

With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.

We are now teaching mathematics with mastery at the centre of everything we do. In order to make our children have a better understanding of maths, they have to be able to problem solve and apply their knowledge to a range of different situations.



The Curriculum: Mastery Mathematicians

- **Conceptual understanding**

This is where we link the knowledge to a range of different representations which are often real life.

- **Mathematical fluency**

This is how well children can fluently carry out the mathematics and recall the facts.

- **Reasoning and problem solving**

This will require your child to apply their mathematical fluency and understanding to a range of different problem solving and reasoning questions which deepen and broaden your child's mathematical understanding as well as getting them to explain and demonstrate their true mathematical knowledge.

There is a handout explaining a little bit more about this.

Assessment procedures

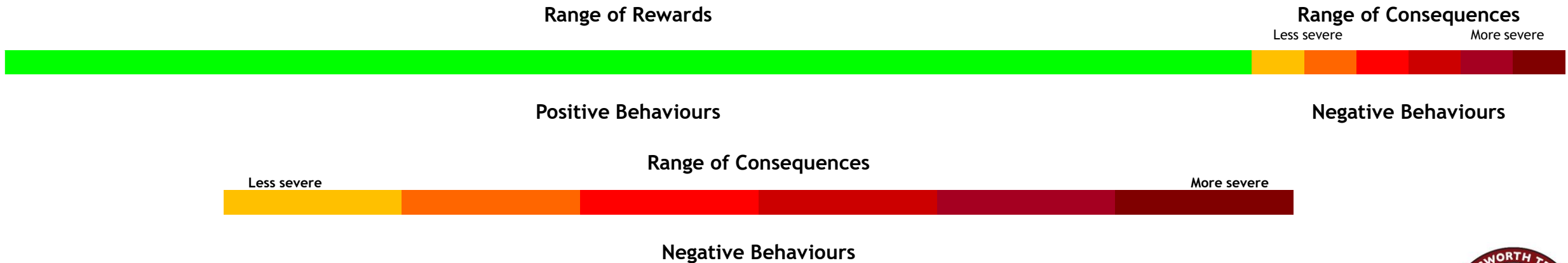
- *In Year 4, in the Summer Term we have the Multiplication Check which tests the children's rapid recall of all multiplication facts. It is the expectation that children leaving Year 4 should know all their multiplication tables up to 12x12.*
- *The assessment takes place in the second part of the Summer Term.*
- *It is carried out on an iPad, where the questions are randomly generated and the children have 6 seconds to work out and type in the answer.*
- *We get the scores a few weeks afterwards and you will be informed of your child's score in the end of year report.*
- *We will send out more information about the Multiplication Check, nearer to the time.*

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Positive Behaviour Overview

Our Policy

- *Ready, Respectful & Safe*
- *A range of rewards to promote and celebrate positive behaviour*
- *A graduated approach to consequences*



On the school report, the box that is appropriate for your child will be highlighted just like on your previous school reports.

	Attendance	Behaviour	Effort
Exceptional	Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons and with home learning.
Good	Attendance is 96% or higher. Very rarely late to school.	Always meets the School's Expectations for behaviour.	Consistently good effort with all work set.
Room for Improvement	Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
Cause for Concern	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude in lessons or to home learning.

Key Dates

- *Our PE day is a Tuesday afternoon. Please ensure your child is wearing their PE kit, suitable footwear and a jacket. Please make sure that their hoodie is black and if they wear earrings that they are either removed or they have plasters to cover them.*
- *Spellings will be sent on a Friday, each time we begin a new block.*
- *Times Tables Rockstars homework will be set every Friday.*
- *Reading records will be checked every Friday for that week.*

Class Organisation

•As a large two-form entry school with two classes per year group, we can organise children in ways that smaller schools are unable to.

Stage 1	Children will enter Reception and work within their new Year Group with various small and large groups being created over the year. All children will work with each other and with all staff but will be in a registration group.
Stage 2	At the end of Reception, children will be organised into two balanced classes, and they will stay in those classes for the whole of Year 1 and Year 2.
Stage 3	At the end of Year 2, the two classes will have some reorganisation, and children will be in their new classes for the whole of Year 3 and Year 4.
Stage 4	At the end of Year 4, the two classes will have some reorganisation, and children will be in their new classes for the whole of Year 5 and Year 6. However, there may be some additional organisation in respect of development towards end of Key Stage Assessments and SATs.
Stage 5	Children will be supported to make the transition to Year 7 to their chosen secondary school.

Class Organisation

- *We see many benefits for this system including:*
 - *Supporting children to establish new friendships and relationships by developing the skills to do this successfully.*
 - *Balancing the classes in respect of attainment, needs and context. As children develop at different rates, this can have a significant impact on one class over another. Additionally, we have numerous transfers in and out of school which can impact upon the balance of a class, and this can be addressed through reorganisation.*
 - *Supporting children to become accustomed to change so that they can adapt with confidence in order that this becomes second nature before moving to a secondary school, where this is the expectation.*
 - *Supporting teachers within the Year Group to have similar classes so that they can work collaboratively with shared expectations of provision and outcomes.*

Final Message from Mr Ramanandi

Just a reminder

- *We're here to work in partnership*
If you need to see Mr. Ramanandi
Catch him the morning or at home time
Keep us informed; drop a note, phone up or catch after school
- *Please help us by*
*Making sure your child attends every day. **Attendance Matters***
Supporting your child with homework
Ensuring uniform policy is followed
Using Facebook sensibly, if you have a concern with school
see me or Mr. Ramanandi