



# Gusford Primary School

*“Promoting Achievement and Success.”*

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*Headteacher: Mr C Tapscott B.A. (Hons)*

5.9.16

Dear Parents/Carers

Welcome to Year 5! We thought it might be useful, at this stage of the new term, to provide you with some information on how things will be organised in Year 5, and provide an outline of some of the things the children will be learning during this term. This information will be elaborated upon at a meeting on **Wednesday, September 7<sup>th</sup> at 9am in the library.**

## **Grouping of pupils**

Pupils will be taught in ability groups for Maths (3groups) and English as own classes. This enables us to tailor the lessons precisely to the needs of the children as they progress towards the end of Key Stage 2.

## **Reading**

The majority of the children's reading will take place during English lessons. Children will also participate in reading activities within their class group, but only those pupils with special needs, or those who need a boost, will be heard regularly on an independent basis (although we do monitor and encourage personal reading for all pupils). To extend their ability to reflect on what is read, Year 5 pupils are expected to keep a reading journal in which they keep a record of what they have read and their responses to this. In line with the new 'Reading Policy' we expect pupils to read at home for 50 - 60 minutes per week (this may be in a block or small amounts each day). To support us with this, we ask parents/carers to sign the journal to acknowledge that the child has read the required amount that week (pupils' journals will be checked each Friday). Should a child not meet these reading expectations on two consecutive weeks, they will attend a 15 minute 'catch-up' session during the lunchbreak on Fridays.

We would be very grateful if you could continue to support your child with their reading – this may not necessarily be 'hearing them read' in the traditional sense, but questioning them and discussing the text. Your child will bring home a booklet of ideas and activities which can help with this. Each term two pupils from each class are awarded a reading prize for effort and achievement.

## **Spellings**

Spelling will be taught as part of the daily English lessons. It is not the school policy to send lists of words home to spell (research has proven that this is ineffective in the long term). However, if you wish to support your child with spelling there are some excellent resources on the recommended websites listed at the bottom of this letter.

## **Intervention Programmes**

In order to provide pupils with the best opportunity of reaching 'Expected Standard' in Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Mathematics we run a variety of intervention programmes which are designed to identify and fill specific gaps in knowledge. These sessions usually take place during the afternoon.

## **Special Educational Needs (SEN)**

All Year 5 children who are currently on the SEN register will be working on individual targets set out on their IEPs (Individual Education Plan). Progress against these targets will be assessed and feedback will be given to parents at open evenings. Additional support will be provided where necessary, either in class or in small group sessions. Please contact your child's class teacher or the Special Needs Coordinator (Mrs.Hook) if you have any concerns.



The *Active Learning* Trust



Healthy Schools

## Assessment

Pupils are regularly assessed and will sometimes take tests to formally monitor progress. Year 5 pupils in the summer term will complete assessments from Pixl. It is important to note that class teachers will also make their own assessments based on each child's performance over the year. Whilst the school recognises the importance of the tests, we do not wish them to be a source of stress for the children.

## P.E

P.E. will take place twice a week, usually one indoor session and one outdoor session. Year 5 classes will also attend Crown Pools on a Monday afternoons for swimming lessons (a separate letter outlining these arrangements will be sent to parents).

All children **must** have their P.E clothes in school on P.E. days. P.E is a very important part of the school curriculum. Children should also have trainers in school so that P.E lessons may take place outside if the weather is fine. Long hair should be tied back and earrings removed (if your child has only recently had their ears pierced they will need to bring in some medical tape to cover them with). Please ensure that all P.E. kit (and school uniform) is clearly named.

P.E. times are as follows:

5W	Monday (outdoor) and Wednesday(indoor)
5S	Monday (swimming kit) and Tuesday (outdoor)
5M	Monday (outdoor) and Wednesday(indoor)

## Rewards

At Gusford we aim to encourage positive attitudes and behaviour – we have a range of rewards for pupils who work hard and behave well. For effort and attainment in lessons we operate 'The Knights' merit system to motivate pupils both individually and as a team. Pupils also receive 'Lottery Tickets' to reward good manners, helpfulness and generally being model pupils. At the end of each term we have a 'Celebration Assembly' where certificates and prizes are distributed to pupils for a range of achievements. Each teacher also awards a 'Writer/Reader and Mathematician of the Month: for this, the child's photograph is displayed on our special board and they receive a bonus 10 merits.

## Behaviour

This term we are introducing a new 'Traffic Light' system for behavior – a copy of which is attached to this letter. As you can see the key aspect to this is that children are regularly rewarded for consistent, good behaviour. In addition, they have the opportunity to get a 'clean sheet' at the beginning of each lesson to encourage them to behave well even if, for instance, they have had a poor start to the day. Further information will be sent to parents regarding this from the Headship Team.

## Year 5 Events

	Year 5
Autumn Term	Horstead
Spring Term	Duxford
Summer Term	Year 5 and 6 production

Parental help on school visits is very much appreciated. If you are interested in helping, either in school or on school visits, please contact the office to arrange a DBR check if you have not already done so.

We will put any relevant information throughout the year on the Gusford website on the relevant pages of.

Please sign up for the meeting if you are able to come.

Yours faithfully

Miss Williams  
Year 5 Leader

# Gusford Traffic Light System

We have a simple Traffic Light System for sanctions and rewards that is followed consistently throughout Gusford.

<b>Gold</b>	<ul style="list-style-type: none"> <li>Children can be placed onto gold if they are exhibiting outstanding learning behaviours throughout a lesson.</li> <li>Classes will aim for whole class 'Golden Time' for children who reach gold and for those that consistently stay on Green; 20 minutes per week but will lose 1 minute of Golden Time for each time that they move onto yellow and 2 minutes for each time they are moved onto orange.</li> <li>Once a child reaches gold 25 times they will receive a certificate in assembly.</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>All children start on green at the beginning of the day</li> <li>All children start on green at the beginning of every lesson</li> <li>They stay on green if they if they make good choices and choose good learning behaviours</li> <li>Most children should stay on green</li> </ul> <p>Children may need a rule reminder before they are moved to yellow and this sometimes maybe enough to change the behaviours</p>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>If a child makes a poor choice then they will be moved to yellow. It will be explained to them why they have been moved and what they need to do to return back to green. At the first sign of rectifying their behaviour move the child back to green. <b>Use positive language, such as:</b> <b>I know you can make the right choice.</b></li> <li>Once they move back to green they would move to yellow again next time they made a poor choice.</li> <li>If they continue to make poor behaviour choices then they move to orange</li> </ul> <p>If they get on to orange more than two times in a lesson they will be put onto red</p>
<b>Orange</b>	<ul style="list-style-type: none"> <li>If a child goes onto Orange then they will have a time out in another member of staff's classroom for 10 minutes, a discussion with the child then needs to happen about the specific behaviour that is expected, and a 15 minute detention for KS2 or 10 minutes for KS1.             <ul style="list-style-type: none"> <li>If a child consistently moves on to orange then they will go onto report</li> </ul> </li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>If a child is put onto red they will:             <ul style="list-style-type: none"> <li>Time out in another class/call behaviour support, a 30 min detention, a phone call home to parents                 <ul style="list-style-type: none"> <li>The child will not receive golden time that week if they get moved onto Red.</li> </ul> </li> </ul> </li> </ul> <p><b><u>Instant RED behaviours</u></b></p> <ul style="list-style-type: none"> <li>Physical aggression towards adult of child</li> <li>Constant defiance, swearing and threatening behaviours, intimidation</li> <li>Severe destruction of school property</li> </ul> <p>An instant RED would mean isolation for a day</p>