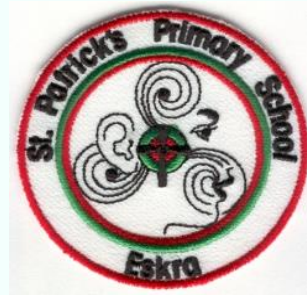


# St. Patrick's P.S., Eskra

## Year 3 and 4

### Parents' Information



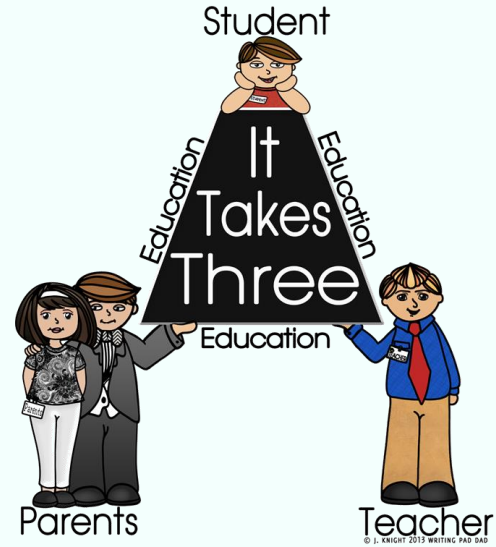
Firstly, I would like to welcome all the Year 3 and 4 parents and I hope you all had a lovely summer.

I do look forward to meeting you all in the coming months and over the course of the school year. Until then I hope this presentation provides you with both relevant and beneficial information as we embark on a new school year.



# Aims

- To help facilitate a smooth transition from Year 2 to Year 3 as well as from Year 3 to Year 4 for both pupils and parents.
- To provide a clear insight for parents into the life and work of their child/children's school.
- To provide clear information and guidance to parents about how they can support the school in helping their child reach their full potential.
- To define the school's expectations of parents and pupils.
- To provide an opportunity for parents to ask questions, if necessary.
- To further strengthen the school's partnership with parents.



# Overview

- Welcome to Year 3 and 4.
- Emotional Health and Wellbeing
- Pupil Participation
- Promoting Positive Behaviour
- Year 3 and 4 Timetable
- Classwork
- Assessment
- Homework
- Other Information
- First Holy Communion for Year 4
- Annual Parent/Teacher Meetings
- Questions
- Evaluations



# Year Three and Four

Pupils who are starting Year 3 are welcomed into their Key Stage One phase of learning and Year 4 pupils are welcomed back also.

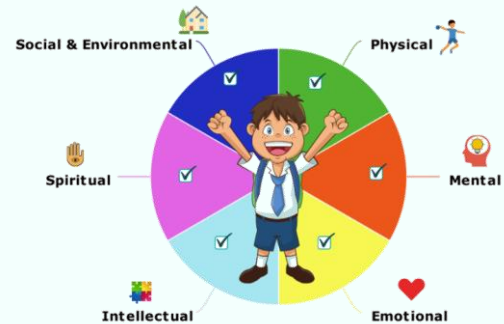
We have high expectations of the pupils as we would expect you to have high expectations of us. This is in terms of both achievements and behaviour.

Pupils will have the opportunity to create new friendships and learn new and exciting things as the year progresses.

I hope you are all as excited as I am to get stuck into this new school year, hopefully to a more 'normal' one than last.

# Emotional Health and Well-being

- This is the most important foundation for learning.
- It is important that pupils are 'happy learners' in order to achieve.
- In class, there will be particular emphasis on the area of emotional health and well being.
- Any questions you ask your child about school should be positive ones.
- Be mindful regarding discussions of school in front of children.
- Children are affected by our words and behaviours much more than we tend to realise.
- The pupil voice and participation in school decision making is vital.
- Pupils are given the opportunity to be members of various councils/committees.
- A sense of achievement raises self esteem and confidence.
- 'Average' is the usual standard. This is what is expected of your child based on their age.



# Growth Mindset

In the Year 3 and 4 class, we will be promoting positive thinking throughout the year.

Sometimes a child may feel like giving up, however it is important to remind them that they just haven't learnt what they are trying to achieve or do...**YET!**

**It is important for them to realise that they can 'learn from their mistakes.'**



# Pupil Participation

- This remains a key focus area on our School Development Plan.
- Pupils are given the opportunity to have their own voice within the school through School Council, Anti Bullying Ambassadors, Eco-Committee, evaluations, questionnaires etc.
- Pupils are also encouraged to communicate their thoughts, feelings and opinions openly and through designated lessons in PD&MU, Religion and Circle Time.





# Positive Behaviour Management



- Promoting Positive Behaviour Policy and Anti-Bullying Policy were drawn up in consultation with pupils, parents, staff and Governors.
- Pupils have ownership of rules, rewards, consequences and procedures. All rules and procedures are revised at the beginning of the term. Consistency of application by staff is essential.
- All staff are fully aware of Policy and procedures through annual whole-school training every August and other opportunities throughout the year.
- Behaviour Management Plans- Rules, Rewards and Consequences-displayed in classroom.
- Only the consequences outlined in the policy should be used.
- Whole class consequences for individual or small group behaviours have not been sanctioned by the Principal.
- Use of exclusion from P.E as a consequence for inappropriate behaviour is not permitted unless it has been agreed by the parent.
- External coaches and class teachers however can exclude pupils who behave inappropriately during sessions, if they feel it is required for the safety of others.
- Pupil of the Week and table points- when used appropriately are great rewards.
- Unfinished work will be sent home rather than pupils staying in at breaktime to complete.

# Year Three and Four Class Timetable

## Year 3 and 4 Classroom Timetable (Autumn) – Miss. Devine

	8.45-9.15	8.55-9.30	9.30 9.45	9.45- 10.15	10.15- 10.30	10.30- 10.45	10.45- 11.00	11.00am- 11.45am	11.45 - 12.00	12.00- 12.30	12.30- 12.45	12.45- 1.00	1.00-1.30	1.30-1.45	1.45-2.45	2.45-3.00
MONDAY	Temp/ Hand- washing Sanitise	Morning Challenge (Spellings- first page, English In Practice/ Mental Maths	M M A T H S	MATHEMATICS & NUMERACY Feedback Problem- Solving	Toilet/ Hand- washing Sanitise	B	S	LANGUAGE & LITERACY Feedback (Reading Groups)	Toilet/ Hand- washing Sanitise	Classroom Cleaning  L	B	Daily Mile	Silent Reading (Reading Groups)	Homework	W.A.U	Toilet/ Hand- washing Sanitise HOME
TUESDAY	Temp/ Hand- washing Sanitise	Morning Challenge English In Practice/ Mental Maths/ R.E activity	M M A T H S	MATHEMATICS & NUMERACY Feedback Number	Toilet/ Hand- washing Sanitise	R	N	LANGUAGE & LITERACY Feedback (Reading Groups)	Toilet/ Hand- washing Sanitise	Classroom Cleaning  U	R	Daily Mile	Silent Reading (Reading Groups) Catch up	Homework	The Arts  ABA 2pm Each Fortnight	Toilet/ Hand- washing Sanitise HOME
WEDNESDAY	Temp/ Hand- washing Sanitise	Morning Challenge English In Practice/ Mental Maths/ French activity	M M A T H S	MATHEMATICS & NUMERACY Feedback Number	Toilet/ Hand- washing Sanitise	E	A	LANGUAGE & LITERACY Feedback (Reading Groups)	Toilet/ Hand- washing Sanitise	Classroom Cleaning  N	E	Daily Mile	Silent Reading (Reading Groups) Catch up	Homework	PD&MU/ Religion	Toilet/ Hand- washing Sanitise HOME
THURSDAY	Temp/ Hand- washing Sanitise	Morning Challenge English In Practice/ Mental Maths/Test Practice	MATHS T E S T S	MATHEMATICS & NUMERACY Feedback Handling Data	Toilet/ Hand- washing Sanitise	A	C	(Spelling Tests) LANGUAGE & LITERACY Feedback (Reading Groups)	Toilet/ Hand- washing Sanitise	Classroom Cleaning  C	A	Daily Mile	Silent Reading (Reading Groups) Catch up	Homework	P.E Outside  Eco 2pm each fortnight	Toilet/ Hand- washing Sanitise HOME
School Council @ 9.15am Each Fortnight														Spelling Corrections		
FRIDAY	Temp/ Hand- washing Sanitise	D.I.R.T (Spelling Corrections)		9.50-10.30 Sanitise  Physical Education in Hall		K	K	Carousel Practical Numeracy and Literacy activities	Toilet/ Hand- washing Sanitise	Classroom Cleaning  H	K	Daily Mile	Religion	GOLDEN TIME! 1.30-2.30pm After School P.E- 2.40- 3.20pm		

- Forest School activities will be completed at least once a week through other subjects- focus on outdoor learning for these lessons.

# Classwork

## Mathematics and Numeracy

Areas of Learning include: Number, Data handling, Measures, Shape and Space as well as Processes.

Number, Processes and Investigations will be continuous throughout the year with each of the other areas focused on each term. During September we will be focusing on Number, Processes and Data Handling.

Mental Maths- Times Tables, games, practical activities, Morning Activities, whiteboard work, number fans, working out on paper etc.

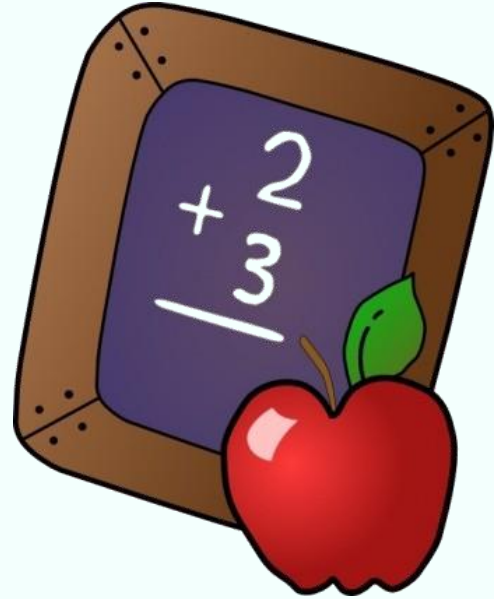
Tables/Number Tests every Thursday with corrections for Homework.

Differentiated work based on your child's level of ability.

# Year 3 and 4

## Methods of addition and subtraction

There are many different methods of addition and subtraction which many of us have been taught or learnt throughout the years. In order to eliminate confusion, methods agreed by the school will be relayed to parents so that there is a consistent approach in both school and home learning.



# Classwork Language and Literacy

Areas of Learning include: Reading, Writing, Talking and Listening.

There will be opportunities for reading throughout the school day as well as Guided Reading and Shared Reading time.



SoundsWrite phonics- taught daily.

Grammar and Punctuation

Comprehension

Poetry/Drama

Creative Writing



Spelling Tests every Thursday with corrections for Homework.

Differentiated work in all aspects of Literacy.

# Year 3 and 4

## Handwriting and Presentation

In Year 3 and especially Year 4 it is important that pupils learn how to lay out their work neatly.

We will be focusing on this quite a bit during the first Term.

Children will be encouraged to write their own date at the top of the page (full date) e.g- Wednesday, 1<sup>st</sup> September, 2021, followed by a space and then the Title underneath. Both underlined once with a ruler.



# Using ICT

Throughout the year the children will be completing various ICT Tasks within the class.

Mathletics will be a focus this year, which I hope the children enjoy using both in class and at home.

As Seesaw worked well for us last year during Remote Learning, we are continuing with it for the foreseeable future as our preferred method of online learning (Wednesday homework).

We also use Newsdesk which is part of the C2k system.

We discuss Internet safety with the children and make them aware of how to use the Internet safely-SMART.

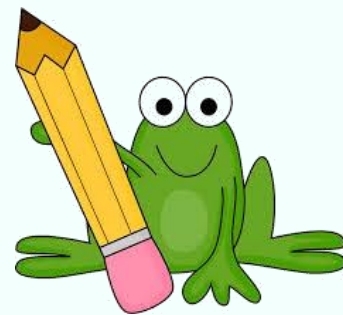
As we have a limited number of computers, laptops and iPads, we manage this time wisely.  
We operate from a filtered/managed system.

The use of Facebook, etc, **isn't suitable** for primary aged pupils.



# Overall presentation of work

- All work should be ruled out properly, given a title and date.
- We have high expectations for presentation- if a child requires help or assistance with using a ruler etc, that will be given by myself.
- Assessment/marking/presentation is a school focus.
- Good presentation saves time when marking and so the children can have better feedback from myself much quicker.
- Writing over mistakes is not permitted- each child has an eraser and is shown how to use them properly.
- Writing over books is not permitted.
- Children in Year 3 and 4 are still learning how to properly form letters, however I would encourage children to correct any mistakes with letters.
- Pages should not be torn from exercise books.
- Pupils write with pencil in Year 3 and 4.





# Assessment

## **Formative Assessment- AFL- Assessment for Learning.**

Learning Intentions and Success Criteria (W.A.L.T- We are Learning To... & W.I.L.F- What I'm Looking For...).

Effective Feedback- **'We feed back to feed forward.'**

Effective Questioning during lessons.

Self Assessment- Children have ownership of their own learning.

Peer Assessment- Children help one another assess their work.



# Baseline Assessments

- Your child will receive some assessments throughout this year. Assessments are necessary in order to establish a baseline for reading, spelling and your child's general ability in both Numeracy and Literacy.
- Your child does not have to prepare for these assessments, they will be guided by myself as to what they need to do.
- Most of these assessments are standardised meaning that they are based on the children's age at the time of testing.



# Individual Pupil Profile

Name: Joe Bloggs

D.O.B: 01:02:03

Class	C.A.	Date of Test	NRIT	Suffolk Reading		SWST		PTE/PIE	PTM/PI M	Nfer MM
			S.S.	S.S.	R.A.	S.S.	Sp.A.	S.S.	S.S.	S.S.
P1	05:05	May 2019						110	123	
P2	06:07	Sept 2020				93	05:11	96	92	110
P3	07:02	May 2021	115	104	07:04	98	07:06	107	118	114
P4										
P5										
P6										
P7										

Teacher Comments

These scores will be explained on the next slides.

# Standardised Scores



- With all of these assessments, standardised scores are given.
- This is not the raw score (actual mark) that your child would have received in the test.
- Raw scores do not account for factors such as the difficulty of a test or performance relative to other test takers and so standardised scores are used as they make an allowance for the different ages of test takers.
- Often you will hear the word 'average' being used when looking at scores from these tests.
- It is important for you to remember that average means that your child is working in line with their ability and age. A score which is deemed 'average' usually ranges between 95-105. Individual pupil's standard test scores will be discussed with parents at the annual parent teacher meetings in October.

# Assessment Scores Explained

1. Class – The class your child was in when the tests were taken.
2. C.A. – Chronological age when the test was taken.
3. Date of the test.
4. NRIT - Non-Reading Intelligence Test. We base all other scores around the NRIT as it is a measure of your child's capacity to learn and so acts as an IQ test, meaning the score of this test should not vary too much year on year.
5. Suffolk Reading – A test of reading ability. A standardised score (S.S) is given and the reading age (R.A) of your child based on that test.
6. SWST - Single Word Spelling Test. A standardised score (S.S) is given and the spelling age (Sp.A) of your child based on that test.
7. PTE/PiE - Progress Test English (PTE)/Progress in English (PiE). A standardised score (S.S) is given based on your child's age.
8. PTM/PiE – Progress Test Maths (PTM)/Progress in Maths (PiM). A standardised score (S.S) is given based on your child's age.
9. Nfer MM – Nfer Mental Maths. A standardised score (S.S) is given based on your child's age.



# Lesson Time and DIRT

## (Dedicated Improvement and Reflection Time)

We have dedicated time in class for the children to receive and respond to feedback. This includes going through corrections and securing understanding. This reinforces to pupils that the feedback is for them and it is important for their learning.



# Marking for Improvement

Feedback that **comes too late** is worthless.

Feedback that **isn't understood** is worthless.

Feedback that **isn't acted on** is worthless.

Feedback that is **wholly negative** is damaging.

Feedback that **doesn't indicate what the student needs to do in the future** (feed forward) is less valuable.



# Possible Disruption to Teaching and Learning

Frequent Toilet Breaks (therefore timetabled where possible)

Personal Stationery (not permitted)

Level of noise/classroom discipline.





# Homework

- The Homework Policy is available on the School Website.
- Each teacher has a structure to their homework to help parents at home.
- Homework should not deviate much from the policy.
- Homework should be presented neatly, as instructed by the class teacher with date and title.
- Homework should be marked consistently by the class teacher using the school's agreed Marking Policy. (Under review)
- Homework diaries to be checked daily by parents and signed.

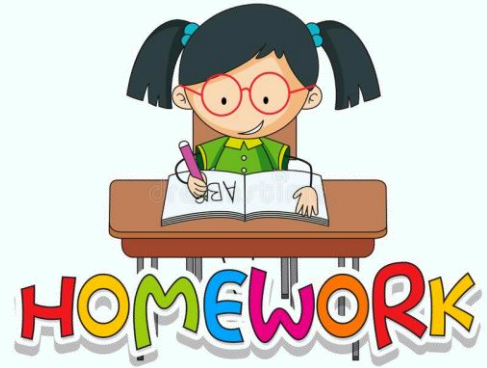


homework



# Homework Continued...

- Should be completed in a quiet area.
- Process versus practice.
- Checked by a parent/ appropriate adult
- Signed and dated by parent or appropriate adult.
- If not completed, please send a note in the Home School Messages Book with a reason.
- Frequent messages-meeting with parent.
- No message-homework sent home to be completed.
- Homework is differentiated to suit the needs, interests and ability of your child.
- Marked regularly with detailed corrections.
- Please go over corrections at home. Children are encouraged to learn from their mistakes.



## Year Three and Four Homework Timetable

Day	Year Three	Year Four
Monday	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 2 Numeracy – Problem Solving	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 2 Numeracy – Problem Solving
Tuesday	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 3 Literacy - Comprehension	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 3 Literacy - Comprehension
Wednesday	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 4 Numeracy – Number/Topic <b>(Seesaw)</b>	Reading Learning of Spellings/Spelling Practice Mental Maths Spelling Book Activity- Page 4 Numeracy – Number/Topic <b>(Seesaw)</b>
Thursday <small>*Part A - Term 1, Part B - Term 2 and Part C - Term 3</small>	Reading Spelling Corrections Mental Arithmetic* Literacy – Grammar	Reading Spelling Corrections Mental Arithmetic* Literacy - Grammar
Friday	No Homework	No homework

We suggest, in line with School Policy, that children in Year 3 and 4 should complete 30-60 minutes of Homework each night. I hope to include practical activities as part of this for my class as well as encourage pupils to log onto their Mathletics to practice mental maths and to become more familiar with the programme. Each pupil will have a Mathletics login stuck into their Homework Diary.

After using Seesaw during our home learning period, we have decided that one homework a week will be completed through Seesaw. This will be on a Wednesday and will be a numeracy activity.

**Always refer to your child's homework diary for any additional projects/activities.**

# Other Information

- Initially the focus will be on PD&MU activities- where the children are able to discuss their feelings, new rules/routines and how to keep safe and healthy.
- The initial World Around Us topic will be, 'Ancient Egypt'.
- The children will have plenty of opportunities for Outdoor Learning as we implement our Forest School.
- Do This in Memory Masses, First Holy Communion, Trips, Shared Education etc., to be confirmed if and when it is safe to do so.
- Year Three and Four will be having their **Beginning of Year Mass on Tuesday 14<sup>th</sup> September at 7pm.**
- We will be learning simple French and Irish words and phrases throughout the year.
- **Physical Education on Thursday and Friday (wear P.E Uniform on this day commencing Thursday, 2<sup>nd</sup> September).**



Important  
Information

# Do This In Memory and First Holy Communion

Children in Year 4 will receive the sacrament of First Holy Communion.

During the school year, the children in Year 4 participate in the 'Do This In Memory' programme.

They will be encouraged to learn a new prayer each month in the lead up to the sacrament- these will include the prayers which they say in school as well as the 'Glory Be', 'Our Father', 'Hail Mary', 'Act of Sorrow' and more.

Dates will be confirmed closer to the time.



# Year 3 and 4 Annual Parent/Teacher Meetings

This year's Parent Teacher Meetings are scheduled to take place towards the end of October before Hallowe'en break (date to be finalised). This will be your opportunity to discuss your child's progress to date and ask any questions you may have.



Thank you for taking the time to read through this presentation. I look forward to the coming year and getting to know all the Year 3 and 4 children.

***Mrs. Barrett and Miss. Devine***  
***(Year 3 and 4 Teachers)***

