

Beech Class

Welcome Meeting

2026/27



Mosaic Partnership Trust



We are part of the Mosaic Partnership Trust and will be working closely with 11 other schools on a number of exciting projects to improve our provision here at Redfield Edge.

- ▶ Networks for leaders in school (HT, DHT, SENDCO)
- ▶ Networks for subject leaders
- ▶ Joint training for all staff
- ▶ Shared resources
- ▶ Shared expertise
- ▶ Opportunities for children - sports competitions, music...

Barrs Court Primary
The Park
Parkwall
Ridgeway (Infants + Junior)
Gillingstool Primary
St Michaels Primary
Raysfield Primary
Neston
Box
St Stephen's Juniors

Behaviour at Redfield Edge



All Mosaic Partnership Trust schools should:

- encourage children to treat others as they would want to be treated, with respect and appreciation of difference and diversity
- celebrate and reward positive choices of behaviour
- provide a safe, secure, reflective and happy environment
- believe every individual in the school community needs to take responsibility for their own actions
- support through help, encouragement and positive modelling of expectations
- accept that mistakes are part of the learning process
- respect differences, whether it be race, gender, age, sexuality, religion, disability, socio-economic background or other protected characteristics
- value each individual opinion
- have a positive atmosphere and 'ethos'.

School Rules



Be Safe

Be gentle and kind

Be co-operative and helpful

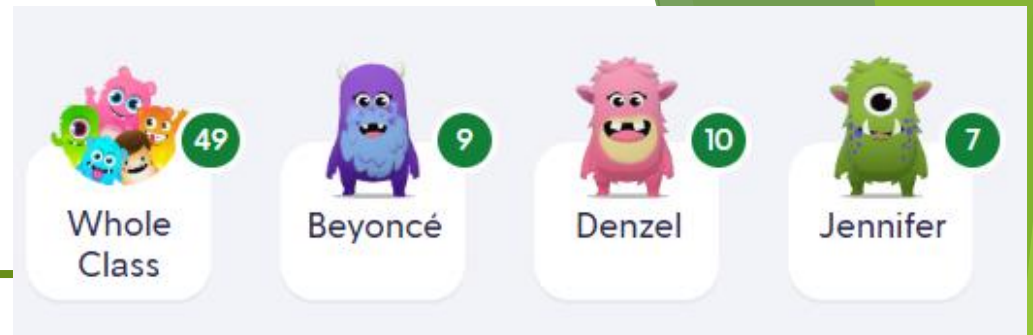
Be respectful of others and ourselves

Be responsible

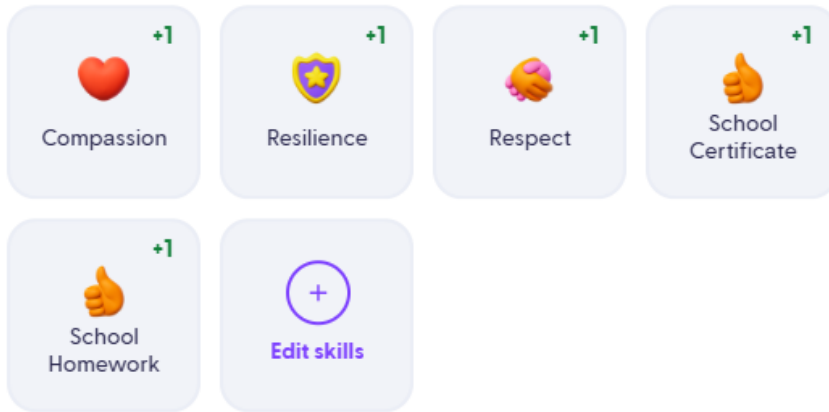
Be honest

Be polite

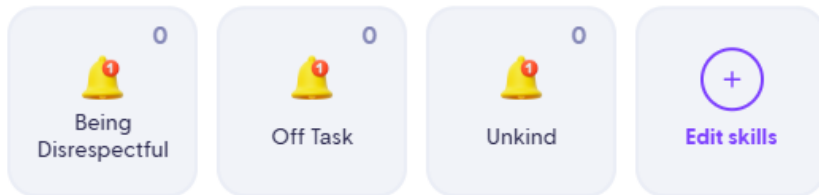
House Points (Dojos)



Positive Needs work



Positive **Needs work**



- Our school behaviour principles and rules remain the same
- The behaviour ladder has been removed to reduce the visual element
- This change helps avoid feelings of shame for some children
- Green Dojos (house points) are awarded for positive choices and go towards each child's individual house
- Both green and red Dojos are monitored closely by staff
- A reflection book is after poor behavioural choices to help children understand the real-life consequences of their actions
- Repeated poor choices lead to a check-in with a member of SLT
- Future aim: share Dojos with parents once a consistent approach across all staff is in place



Behaviour ladder (now)

Diamond (KS1)/ Trophy (KS2)	You have followed the 'School Rules' in everything you have done and you have achieved great things with your behaviour today! <i>Your parents will be informed by a text message. You will receive a sticker.</i>
Gold	You are showing great understanding of the 'School Rules' and you are capable of achieving great things.
Silver	You are starting to go above and beyond, in following the 'School Rules'.
Green	Ready to learn and are following the 'School Rules'.
(Yellow only) KS1 verbal warning	In KS1 there is a section for this on the behaviour ladder so they can visualise their verbal warning. In KS2 a verbal warning is enough.
Orange	Even after a verbal warning, you have not turned your behaviour for learning around and are not following the 'School Rules' <i>You will miss 2 minutes of your playtime</i>
Red	You are continuing to make bad decisions in your behaviour for learning and are not following the 'School Rules'. <i>Your parents will be informed by text message. You will be sent to Mrs Robinson. You will miss 5 minutes of you break/lunchtime. You will fill out a Red Reflection sheet, which will be sent home.</i>
If this poor behaviour for learning continues, they will be removed from class and sent to a member of SLT for an in school exclusion.	

Our behaviour principles and school rules will be staying the same however, the behaviour ladder and current approach to **will be changing**.

As a school, we are keen to reduce the visual element of the behaviour ladder for pupils which can sometime cause a feeling of shame - as this is triggering for some children. We want to develop a trauma informed approach, keeping the parts that work and reviewing the parts which don't.

It is important for children to understand behavioural expectations and for there to be appropriate and proportionate responses when school rules are broken.

It is also appropriate for children to have the opportunity to reflect on their choices and learn from their mistakes so these elements will remain.

Changing a behaviour policy is not an overnight task and staff school will be working on getting this right over the next few months.

We will, of course, share updates and changes with you.



Beech Class Team

Miss Tavender



Miss Arnold
Class TA



Mrs Noad
Tuesday PPA



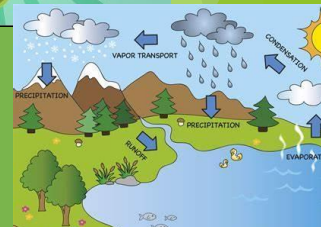
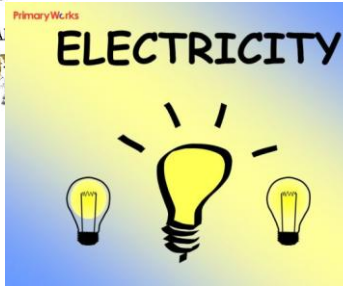
A typical day in Beech class

- ▶ Spellings
 - ▶ Handwriting
 - ▶ English lesson
 - ▶ Reading
 - ▶ Times tables
 - ▶ Maths lesson
 - ▶ Learning Enquiry
-
- ▶ FLEXIBLE GROUPINGS/RESOURCES
TO SUPPORT LEARNING IN A
VARIETY OF WAYS



Beech Class Learning Enquiry (topic)

- ▶ 1. What impact does human activity have on ecosystems?
- ▶ 2. Why is electricity a central part of our lives?
- ▶ 3. How did the Romans change Britain?
- ▶ 4. How have the Anglo Saxons impacted Modern Day society?
- ▶ 5. Why is it important to Reduce, Reuse, Recycle?
- ▶ 6. Why is water essential to our planet?



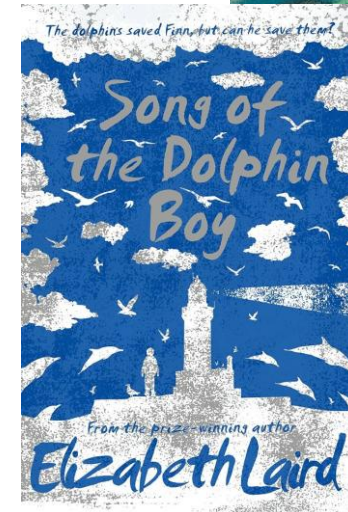
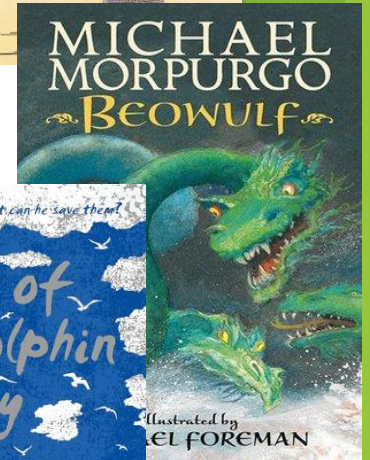
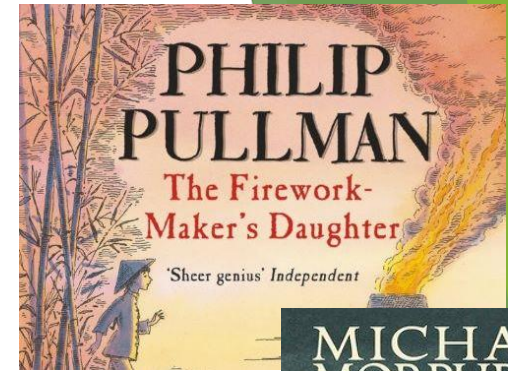
Reading

In school:

- ▶ Fluency lessons, focusing on accuracy and pace
- ▶ Extended Read lessons
- ▶ Close Read lessons
- ▶ Termly Class text - read as whole class
- ▶ Text extracts as part of the English lesson

At home:

- ▶ 4 times a week - to be recorded in reading record.
- ▶ Check Friday - Recorded in records. Rewards for effort.
- ▶ Any reading activity can be recorded (own books, Nessy)



Writing

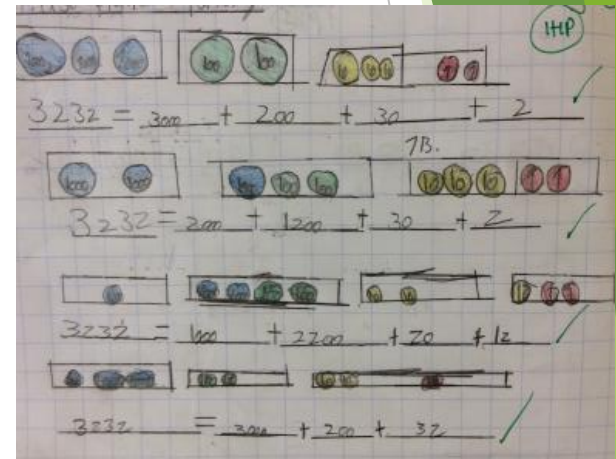
- ▶ Writing for a purpose - **Entertain**, **Inform**, **Discuss**, **Persuade**.
- ▶ Consolidating key skills (from previous year group to begin with).
- ▶ Teaching Year 4 SPAG.
- ▶ Try, use, prove sequence.
- ▶ 3 spellings lessons weekly (spelling rules, keywords).
- ▶ Handwriting practise weekly.



Maths

In school

- ▶ Mini quiz to assess at start of new unit
- ▶ Learn, use, explore sequence
- ▶ Arithmetic lessons (place value, calculation, times tables tests)
- ▶ Resources used to support learning



Maths Home Learning

► List of websites:

www.mathsframe.co.uk

www.ttrockstars.com

www.maths.co.uk

Maths learning at home should be completed **4 times weekly.**

This will be **recorded** in the Reading/Maths Home Learning Book.

4 x Maths Learning a week = 1 House point

This could be timetables, money, telling the time etc

MATHSFRAME.CO.UK



Maths.co.uk

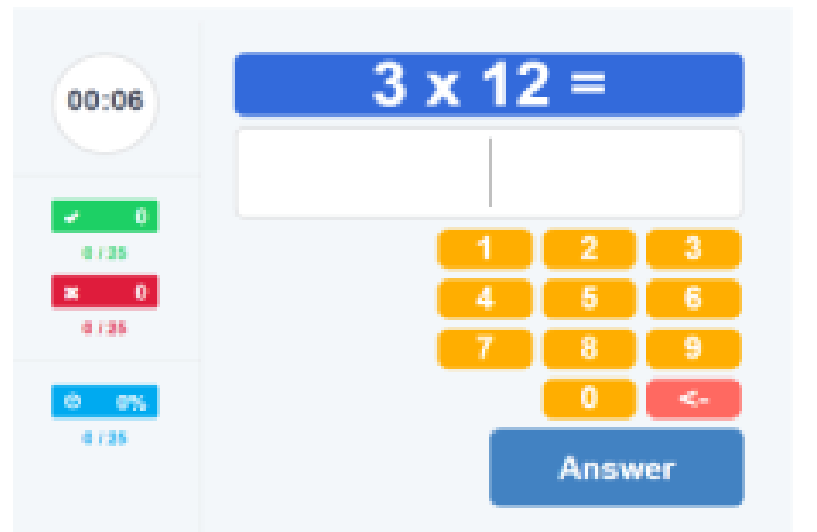
Why do Maths Home Learning?

Completing Maths homework consistently will support your child **to practise and get better** at skills they're learning in class

It will also **reinforce skills** that they may need extra support in.

This will support their fluency in maths learning at home and give them nearly an **extra hour of learning** time every week for maths.

Multiplication Tables Check (MTC)



The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics

Schools must administer the MTC to all eligible year 4 pupils in June 2027.

They are tested on their multiplication tables up to 12×12 .

There are twenty-five questions and children have six seconds to answer each question and three seconds between questions.

Maths

School calculation policy - if helping/supporting your child at home, where possible we would encourage using the same methods to ensure continuity in the use of their methods.

Addition Year 4, 5, 6		Manipulatives	Subtraction Year 4, 5, 6		
Pictorial	Abstract		Pictorial	Abstract	
18 + 25 = 43	43 + 91 = 134	74 + 67 = 141	38 - 12 = 26	63 - 15 = 48	523 - 59 = 464
Column Addition - Use the language of carrying		Counters Dienes Place Value Counters Place Value Cards    	Column Subtraction- Use the language of carrying		
$\begin{array}{r} 18 \\ + 25 \\ \hline 43 \end{array}$ $\begin{array}{r} 43 \\ + 91 \\ \hline 134 \end{array}$ $\begin{array}{r} 74 \\ + 67 \\ \hline 141 \end{array}$ Decimals: $\begin{array}{r} 3.5 \\ + 2.4 \\ \hline 5.9 \end{array}$ $\begin{array}{r} 5.6 \\ + 8.1 \\ \hline 13.7 \end{array}$ $\begin{array}{r} 8.6 \\ + 5.8 \\ \hline 13.4 \end{array}$		$\begin{array}{r} 38 \\ - 12 \\ \hline 26 \end{array}$ $\begin{array}{r} 63 \\ - 15 \\ \hline 48 \end{array}$ Decimals: $\begin{array}{r} 6.7 \\ - 2.4 \\ \hline 4.3 \end{array}$ $\begin{array}{r} 4.15 \\ - 2.8 \\ \hline 1.7 \end{array}$ $\begin{array}{r} 7.13 \\ - 4.73 \\ \hline 2.57 \end{array}$			
			Column Subtraction- (with multiple 0s) $\begin{array}{r} 300 \\ - 697 \\ \hline 2303 \end{array}$		

Multiplication Year 5 and 6 Abstract	Manipulatives	Division Year 5 and 6 Abstract
32 x 24 = 768 Long Multiplication Expand to include decimals (times tables are crucial for this method) 32 24 x Order of calculation u x u (4x2) u x t (4x3) t x u (2x2) t x t (2x3) 128 640 768	Counters Dienes Place Value Counters Place Value Cards 	570 ÷ 5 = 114 Short Method (for number divide by a 1 digit number) Expand to include decimals Use the language of exchanging (times tables are crucial for this method) $\begin{array}{r} 114 \\ 5 \overline{) 5720} \end{array}$
9.3 x 54 = 483.6 (decimals) $\begin{array}{r} 9.3 \\ \times 54 \\ \hline 372 \\ 4650 \\ \hline 502.2 \end{array}$ 1) Line up the two numbers forgetting about the PV columns 2) Pretend the decimal point(s) aren't there and treat them as whole numbers. 3) Work out exactly the same way as if they were whole numbers. 4) Vertically add the numbers generated. 5) Count how many numbers are to the right of the decimal in the original multiplication (the 3 therefore 1 number). 6) Then put a decimal place back into your answer, depending on how many you counted in step 5 (in the instance it's 1). Counting from the right.		684 ÷ 19 = 36 Long method (for number divide by a 2 digit number) Expand to include decimals Expanded (times tables are crucial for this method) $\begin{array}{r} 36 \\ 19 \overline{) 684} \\ \underline{57} \\ 114 \\ \underline{114} \\ 00 \end{array}$ (10 x 19) (20 x 3) (5 x 19) (1 x 19)
	Bar Model/ Part Part Whole	Question 1: Mrs Roe is three times as old as her daughter, Pam, who is twice as old as her brother, Sam. If their total age is 54 years, how old is Pam? Sam Pam Mrs Roe  54 years 9 units → 54 years 1 unit → 54 ÷ 9 = 6 2 units → 2 x 6 = 12 Pam is 12 years old.

For videos to help with manipulatives and method go to:

<https://www.youtube.com/user/NCETM>

Learning Styles - 'ELLI'



I keep going and don't give up!



I am creative in my learning.



I can change and adapt my learning to make it better.



I can make links in my learning.



I can plan ahead to help my learning.



I can work with others and on my own sensibly.



I am curious and I like to ask questions.

How Parents Can Help

- Reading -

Read to your child, share stories, encourage reading for pleasure, join a library, read books that are enjoyable.

Encourage reading with expression and comprehension (answering questions in full sentences).

- Maths -

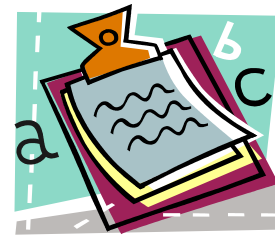
Help children apply their maths skills (handling money and giving change, telling the time, measuring and solving real life problems, time tables)

Continue to practise times tables.

- English -

Weekly spelling activity linked to classroom learning.
Continue to practice Year group spellings.

Other Information



- ▶ Water bottles
- ▶ P.E -Fridays
- ▶ Open classrooms - scheduled throughout the year
- ▶ Extra-curricular clubs
- ▶ Parents' Evening
- ▶ 10th and 12th November
- ▶ Swimming
- ▶ 7th, 14th, 21st October
- ▶ 4th, 11th, 18th November
- ▶ Class assembly
- ▶ Class Trips in Term 2 (Romans) and Term 6 (Water Cycle)

Questions- If you have any queries/concerns/questions at any point during the year, please let us know!!

Enquiries@redfielddedgeprimary.co.uk

Keep up to date with events/learning in the.....

Headteacher: Mrs L Robinson (24/25) Issue 1

Newsletter

**Redfield Edge
Primary School**

'Striving to be the best version of ourselves.'

Free Entry!

Redgefest

Summer Festival

Wow! Thank you everyone!
Redgefest raised a fantastic ...

£1656.25



A vibrant, abstract background featuring a blue field with white polka dots, white diagonal lines, and a series of white upward-pointing chevrons on the right. Scattered across the scene are several colorful sticky notes in shades of yellow, light blue, light green, and light orange. Each sticky note has a large, hand-drawn black question mark. These notes are pinned to a central white rectangular card with the word "QUESTIONS" written in a black, handwritten-style font. The pins are in various colors: yellow, red, blue, and green. The overall composition is playful and suggests a theme of inquiry or a Q&A session.

QUESTIONS