



Oak Class

**Welcome Meeting
2026/27**





Mosaic Partnership Trust

We have been a part of the Mosaic Partnership Trust and will be continue to work closely with 11 others 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
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

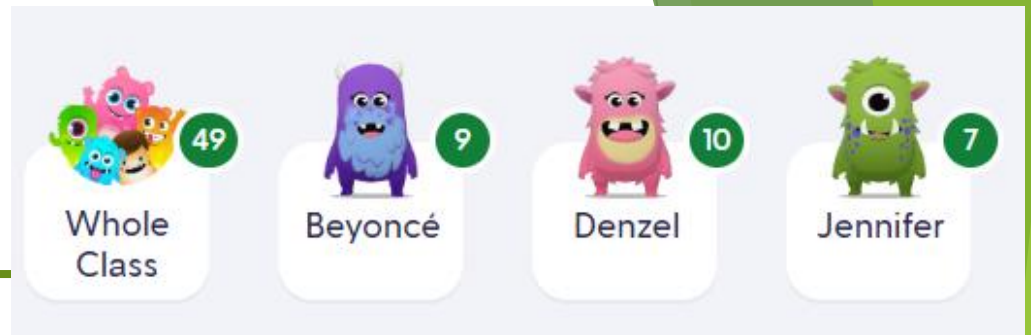
Be honest

Be polite

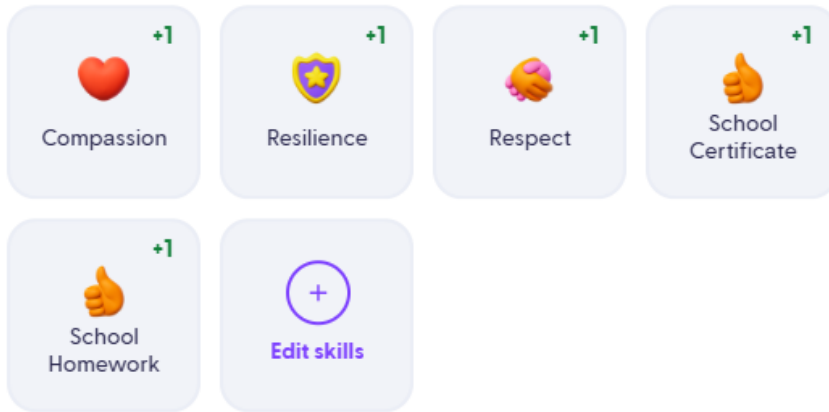


House Points

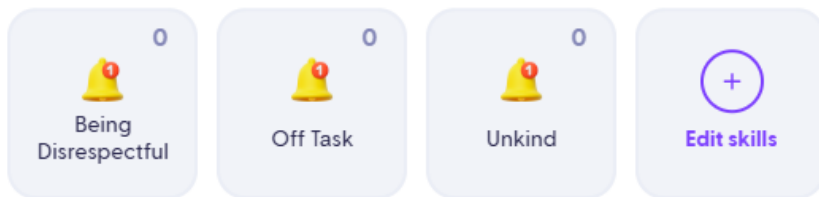
(Dojos)



Positive Needs work



Positive **Needs work**



- Our school behaviour principles and rules remain the same
- 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
- Share Dojo reports with parents



Oak Class Team

Mrs David
Class Teacher



Mrs Stone
Class TA



Mrs Noad
PPA HLTA



A typical day in Oak Class

Spellings/morning activity (maths or SPaG)

Reading

English lesson

Break Time

Assembly

Arithmetic and maths reasoning

Lunch Time

Learning Enquiry/ Foundation subjects

FLEXIBLE GROUPINGS/RESOURCES TO
SUPPORT LEARNING IN A VARIETY OF
WAYS



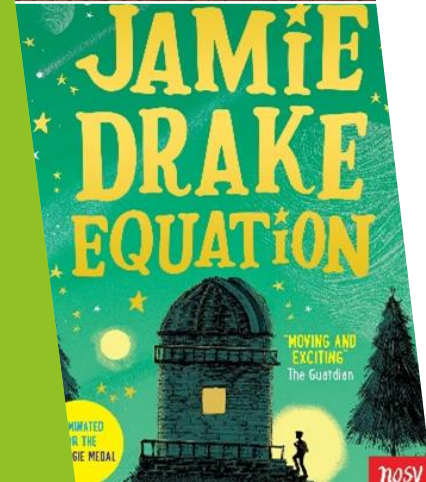
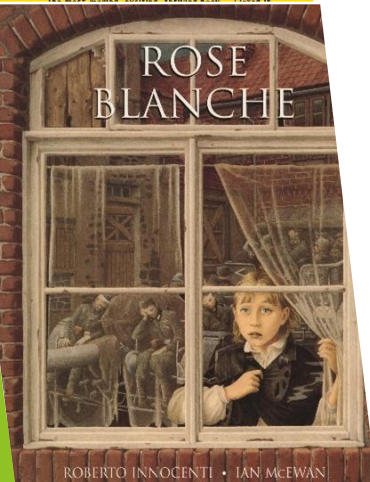
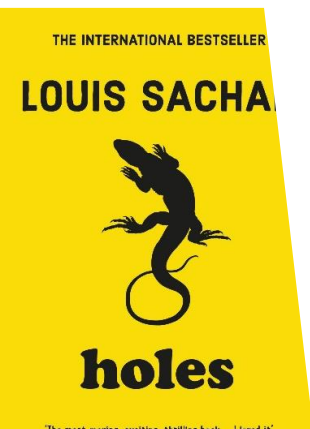
Calming Station



Oak Class Learning Enquiry (topic)

- ▶ Term 1 - Why was WWII a World War?
- ▶ Term 2 - How can we innovate?
- ▶ Term 3 - What was it like to be alive during the reign of Henry VIII?
- ▶ Term 4 + 5 - What is around and beyond our planet?
- ▶ Term 6 - Let's entertain you!





Reading

In school:

- ▶ Fluency Reading
- ▶ Extended Read
- ▶ Close Read
- ▶ Termly Class text (extended read)
- ▶ Picture book for English lessons

At home:

- ▶ 4 times a week - to be recorded in reading record.
- ▶ SPaG.com; Maths.co.uk; Spelling Task
- ▶ 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 6 SPAG

Try, use, prove sequence.

3 spellings lessons weekly (spelling rules, keywords).

Handwriting practise weekly (part of a spelling lesson - cursive).

English Targets

- ▶ Spellings
- ▶ Punctuation
- ▶ Grammar
- ▶ Handwriting

Remember Me Card _____	
Spelling	Grammar
My targets:	

ENGLISH - TERM 1

= I CAN... CHECKLIST =



abc ✓

TRANSCRIPTION

- ☐ I can **spell words** from the Year 5/6 spelling list.
- ☐ I can use the first 3 or 4 letters of a word to check its spelling or meaning in a **dictionary**.
- ☐ I can use a **thesaurus** to find better words.



HANDWRITING

- ☐ I choose the right **letter shape** and join letters correctly.
- ☐ I choose the best **writing implement** for my task.
- ☐ I write **neatly, fluently** and with more **speed**.



COMPOSITION

- ☐ I know my **audience** and **purpose** and choose the best form of writing.
- ☐ I **plan** my writing by noting and developing my ideas.
- ☐ In narratives, I **describe** settings, characters and atmosphere.
- ☐ I use devices to **structure** my text (e.g. headings, bullet points, underlining).
- ☐ I use a range of devices to build **cohesion** within and across paragraphs (e.g. tense, pronouns, conjunctions, adverbs, repetition).



MY GOAL THIS TERM:



ENGLISH - TERM 1

= I CAN... CHECKLIST =



PERFORMING MY WRITING

- ☐ I perform my own writing with the right **intonation**, **volume** and **movement** so my meaning is clear.



VOCABULARY, GRAMMAR & PUNCTUATION

- ☐ I can use **expanded noun phrases** to explain complicated ideas clearly.
- ☐ I can use main and subordinate **clauses**.
- ☐ I use **commas** to mark subordinate clauses.
- ☐ I can use **modal verbs and adverbs** to show degrees of possibility.
- ☐ I use a range of devices to build **cohesion** (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.



EVALUATE & EDIT

- ☐ I **assess** how effective my writing (and others' writing) is.
- ☐ I check for **spelling** and **punctuation** errors.
- ☐ I make sure my **tense** is consistent and correct.
- ☐ I suggest **changes** to improve vocabulary, grammar and punctuation to make my writing even better.
- ☐ I check my **subject and verb agreement** is correct.

Maths

In school

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

Maths Home Learning



Maths learning at home should be completed 4 times weekly. Set maths.co.uk task.



This will be recorded in the reading record books



4 x maths Learning a week = 1 House point



This could be timetables, money, telling the time etc

MathsBot.com

Tools for Maths Teachers



Maths.co.uk

Why do maths home learning?

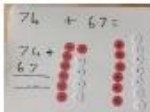
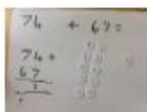
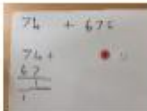
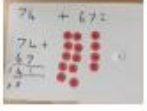
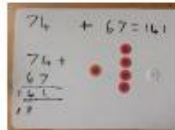
Completing maths homework consistently will support your child to practise and get better at skills they're learning in class.

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.

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		Counters Dienes Place Value Counters Place Value Cards    	38 – 12 = 26 63 – 15 = 48 523 – 59 = 464	
    			Column Subtraction- Use the language of carrying 18 + 25 43 1 43 + 91 134 1 74 + 67 141 1 1 Decimals: 3.5 + 2.4 5.9 5.6 + 8.1 13.7 1 8.6 + 5.8 13.4 1 1	
			Column Subtraction- (with multiple 0s) 2 9 9 300 - 697 2303	



Values ‘Striving to be the best version of ourselves’

- ▶ Golden Threads:
- ▶ Community
- ▶ Global Issues
- ▶ Information Technology
- ▶ Mental Health
- ▶ Life Skills



Learning Styles - 'ELLI'



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 -

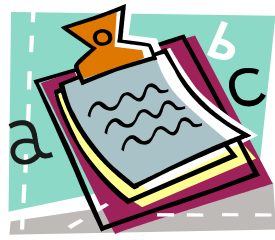
Help children apply their maths skills (handling money and giving change, telling the time, measuring and solving real life problems, time tables)

Continue to practise times tables.

- English -

Weekly spelling activity linked to classroom learning.
SPaG weekly tasks to practise.

Other Information



- ▶ Water bottles
- ▶ Bathroom visits
- ▶ P.E - Tuesday (can change termly)
- ▶ Extra-curricular clubs
- ▶ Class Production in Term 6
- ▶ Residential Camp

Y6 Camp

- ▶ March/April 2025
- ▶ There will be a meeting about this later in the year, usually around March.
- ▶ Following information will come from the office.





Reminders



Before and after school

- no bikes or scooters to be ridden
- no ball games (especially hard balls)
- no use of trim trail

Bringing things into school

- no fidgets, toys etc
- no keychains

Food / drink

- healthy snacks , just water in bottles

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

On 'X'

@OakClass_RE



A vibrant, abstract background featuring a blue field with white polka dots and geometric patterns like triangles and chevrons. Scattered across this background 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 together with small, colorful pushpins in red, yellow, blue, and green. In the center of the collage is a white rectangular note with the word "QUESTIONS" written in a bold, black, hand-drawn font. The entire composition is framed by a green geometric border on the right and bottom edges.

QUESTIONS