

Parent forum 2

2nd November 2022

Agenda



ACADEMY FOCUS AREAS FOR
22-23



DISCUSSION AND FEEDBACK
ON FOCUS AREAS



DISCUSSION ON SUGGESTED
FUTURE AGENDA ITEMS

Academy focus areas 22-23



CURRICULUM

READING
39 WEEK
PLANNING
CURRICULUM
LEADERSHIP



SPECIAL EDUCATIONAL NEEDS

SYSTEMS AND
PROCESSES



CULTURE

ATTENDANCE
BEHAVIOUR
SYSTEMS

CURRICULUM

READING

39 WEEK PLANNING

CURRICULUM LEADERSHIP

A Guide to Reading at Home

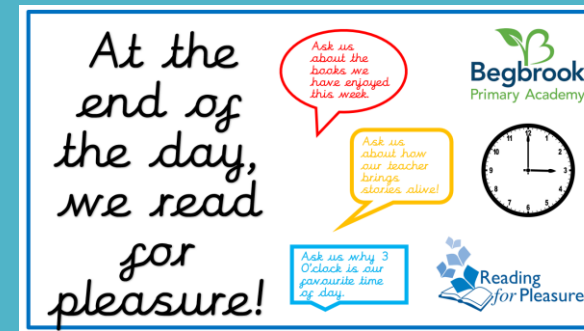
- Children are encouraged to read to an adult daily at home.
- They can read anything! They may bring home decodable phonics books, levelled books, Reading Tree books or favourite books, magazines or comics at home that they like to read.
- Home adults should record that they have heard their child read daily. This can be just the date and a signature. Teachers will check children's reading records daily.
- Please support your child to practise their reading daily. Reading aloud to an adult for 5 minutes has a huge impact on their fluency and journey as a reader.



- The Begbrook Reading Tree is a collection of carefully chosen, high quality books.
- Each Year Group has a collection of 30 fiction, non-fiction, and poetry books.
- Children are encouraged to bring these home to share these with a grown up.
- Children will be given a new book each Friday and can mark off each book as they read it on their tick sheet-stuck in their reading records.
- Getting the chance to listen to and share these books will hugely support your child's language development and love of books!

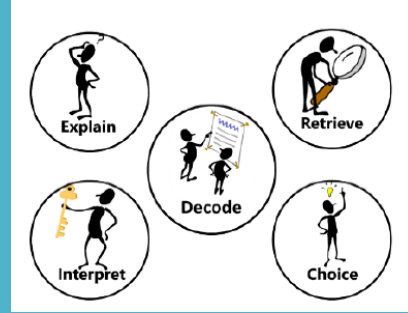
KS1 daily teaching of Reading

- 1:1 reading time
- Whole Class Phonics Lesson
- Phonics into Reading groups
- End of the Day Reads
- Plus immersion in high quality texts across the curriculum
-Reading to learn

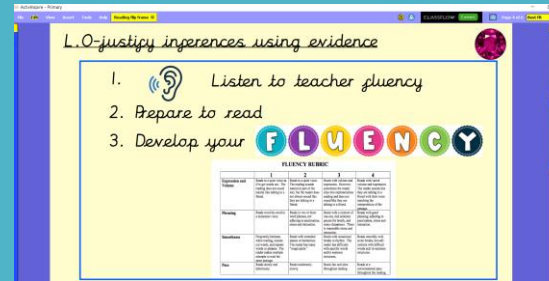


KS2 daily teaching of Reading

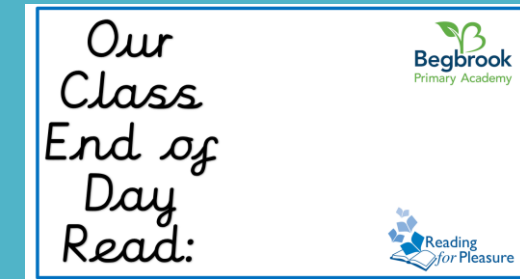
- DERIC
- 1:1 reading time



- Whole Class Reading
 - fluency
 - comprehension



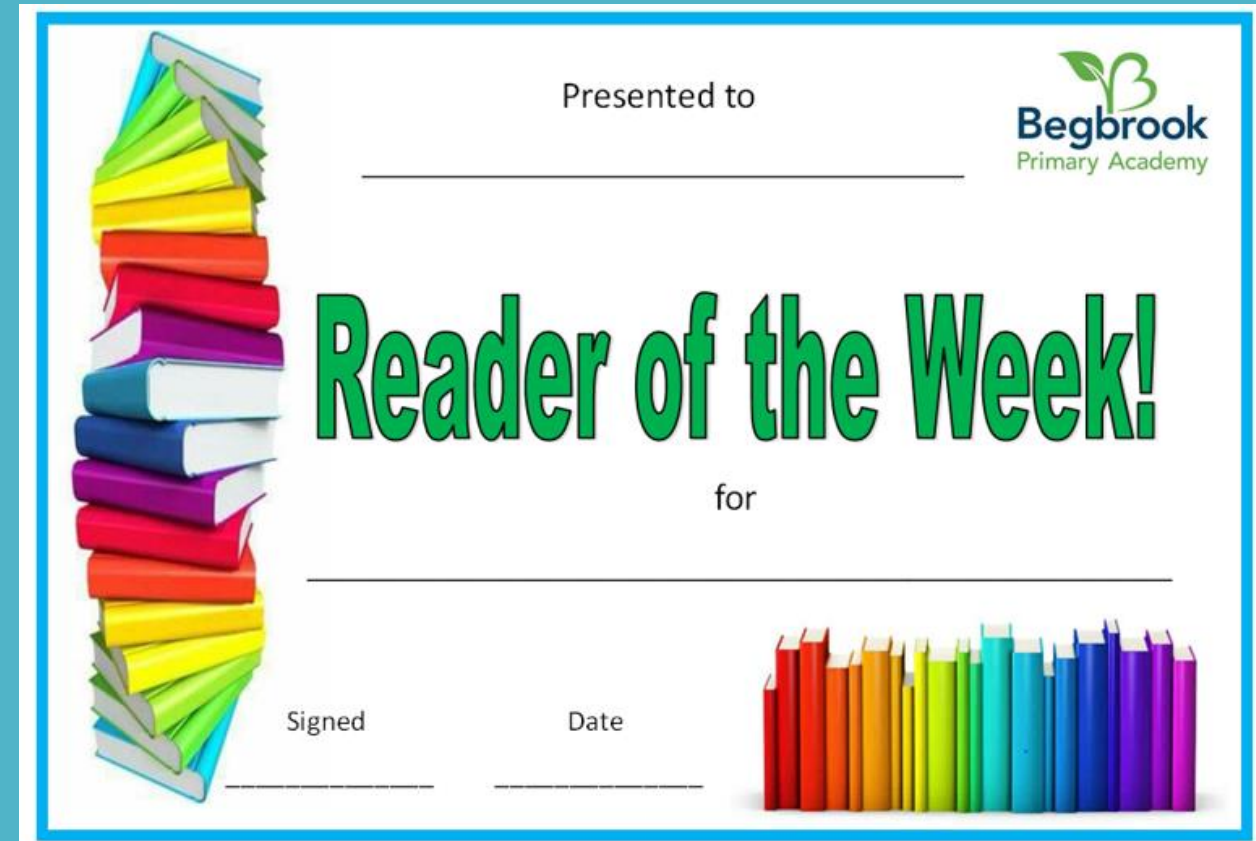
- End of the Day Reads



- Plus immersion in high quality texts across the curriculum
 - Reading to learn



Celebrating success




39 Week Plans










Weekly Timetable 2022-23 – Year 3

	8.45 – 9.00	9.00 – 9.15	9.15 – 9.45	9.45 – 10.30	10.30 – 10.45	10.45 – 11.00	11.00 – 12.00	12.00 – 13.00	13.00 – 13.30	13.30 – 13.45	13.45 – 14.45	14.55 – 15.10	15.15 – 15.30
Monday	EMW	DERIC 1:1 Readers	WCR	Maths	BREAK	IP	Unit	LUNCH	Spelling	Keep Up	Unit	Themed Assembly	End of the day read
Tuesday	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		PPA MFL, Fundamental skills PE and Music or RE.			Minute of Listening	End of the day read
Wednesday	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Handwriting	Keep Up	Unit	Singing assembly	End of the day read
Thursday	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Spelling	Keep Up	PE	Class assembly	End of the day read
Friday	EMW	DERIC 1:1 Readers	WCR	Maths		IP	Unit		Handwriting	PSHE and class assembly (Until 14.15)	Gem time	Gem assembly	End of the day read

Sequence of units

	Term 1	Term 2	Term 3
Week 1	Narrative unit	Narrative unit	Narrative unit
Week 2			
Week 3	Non-fiction unit Diary in role	Non-fiction unit Non-chronological report	Non-fiction unit Instructions
Week 4	Wider curriculum unit Writing opportunity – diary in role	Wider curriculum unit Writing opportunity – non-chronological report	Wider curriculum unit Writing opportunity - instructions
Week 5			
Week 6	Wider curriculum unit Writing opportunity – persuasive poster (previous year group)	Wider curriculum unit Writing opportunity – diary in role	Wider curriculum unit Writing opportunity – non-chronological report
Week 7			

 Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1		Narrative writing unit <i>Character</i> 	Narrative writing unit: <i>Setting</i> 	Narrative writing unit: <i>Language features</i> 	Narrative writing unit: <i>Setting</i> 	Narrative writing unit: <i>all narrative features</i> 
Week 2	Narrative writing unit <i>Setting & Plot</i>	Non-fiction writing unit: Diaries in role <i>Stimulus?</i>	Non-fiction writing unit: Persuasive posters/leaflet <i>Stimulus?</i>	Non-fiction writing unit: Non-chronological reports <i>Stimulus?</i>	Non-fiction writing unit: Instructions <i>Stimulus?</i>	Non-fiction writing unit: Persuasive letters <i>Stimulus?</i>
Week 3						
Week 4	 Non-fiction writing unit: Recap grammar Y1 <i>Recount in the role as Bob</i>	 Historian unit: Victorian Era <i>Recount – Mary Seacole’s diary</i>	Historian unit: Victorian Empire & Industry <i>Leaflet about SS Great Britain</i>	Scientist unit: Habitats and Adaptation <i>Non-chronological report about habitats</i>	Historian unit: The Restoration <i>Instructions – how to prevent a fire</i> <i>Diary – resident on pudding lane</i>	Geographer unit: Contrasting Study <i>Persuasive letter to friend asking them to visit China</i>
Week 5	Scientist unit: Space <i>Recount - Explorer Dome visit</i>	Geographer unit: Locational knowledge of the world <i>Persuasion – visit Earth poster</i>	Scientist unit (including RSHE): Human Body <i>Report – information writing</i>	Geographer unit: Changing habitats <i>Persuasive poster/leaflet about protecting our habitats</i>		Scientist unit: Electricity <i>Instructions – how to stay safe</i>
Week 6						
Week 7	Geographer unit: <i>Locational knowledge</i>	 Artists unit: <i>Paint</i>				

Sequence of teaching within a Unit



Explore

Practise

Demonstrate

Narrative Unit

Explore (4 sessions)	Practise (4 sessions)	Demonstrate (6 sessions)
Immersion/opening experience Introduce key text Book talk Introduce grammar Writing opportunities: sentence level	Unpick author voice and language choice Apply grammar Unpick WAGOLL Modelled write using skeleton narrative Writing opportunities: short burst within the genre)	Creating/sharing success criteria <ul style="list-style-type: none">• Plan• Orally rehearse• Write• Edit and redraft• Publish (additional time to support less able writers with redrafting).

Non-fiction Unit

Explore (1-2 sessions)	Practise (1-2 sessions)	Demonstrate (4 sessions)
Introduce text type and unpick key features using key text/stimulus	Introduce grammar Writing opportunities: sentence level (applying grammar)	Creating/sharing success criteria <ul style="list-style-type: none">• Plan• Orally rehearse• Write• Edit and redraft• Publish (additional time to support less able writers with redrafting).

Wider Curriculum Unit

Explore (1x week unit: 1 session) (2x week unit: 2 sessions)	Practise (1x week unit: 3 session) (2x week unit: 8 sessions)	Demonstrate (1x week unit: 4 session) (2x week unit: 6 sessions)
Introduce and unpick key vocabulary Opening experience and immersion	Teach the knowledge Writing opportunities: <ul style="list-style-type: none">• sentence level applying previously taught grammar (ready for writing text type).• Short burst writing to help engage with knowledge	Link to a previously taught text type Creating/sharing success criteria <ul style="list-style-type: none">• Plan• Orally rehearse• Write• Edit and redraft• Publish (additional time to support less able writers with redrafting).

Curriculum Leadership

SPECIAL
EDUCATIONAL
NEEDS

SYSTEMS AND PROCESSES

Systems and Processes



Pupil Passport and target setting process - 10-week cycle with pupil and parent voice



Professional development sessions with SEND focus throughout the year



Additional SEND team capacity



Early intervention in EYFS

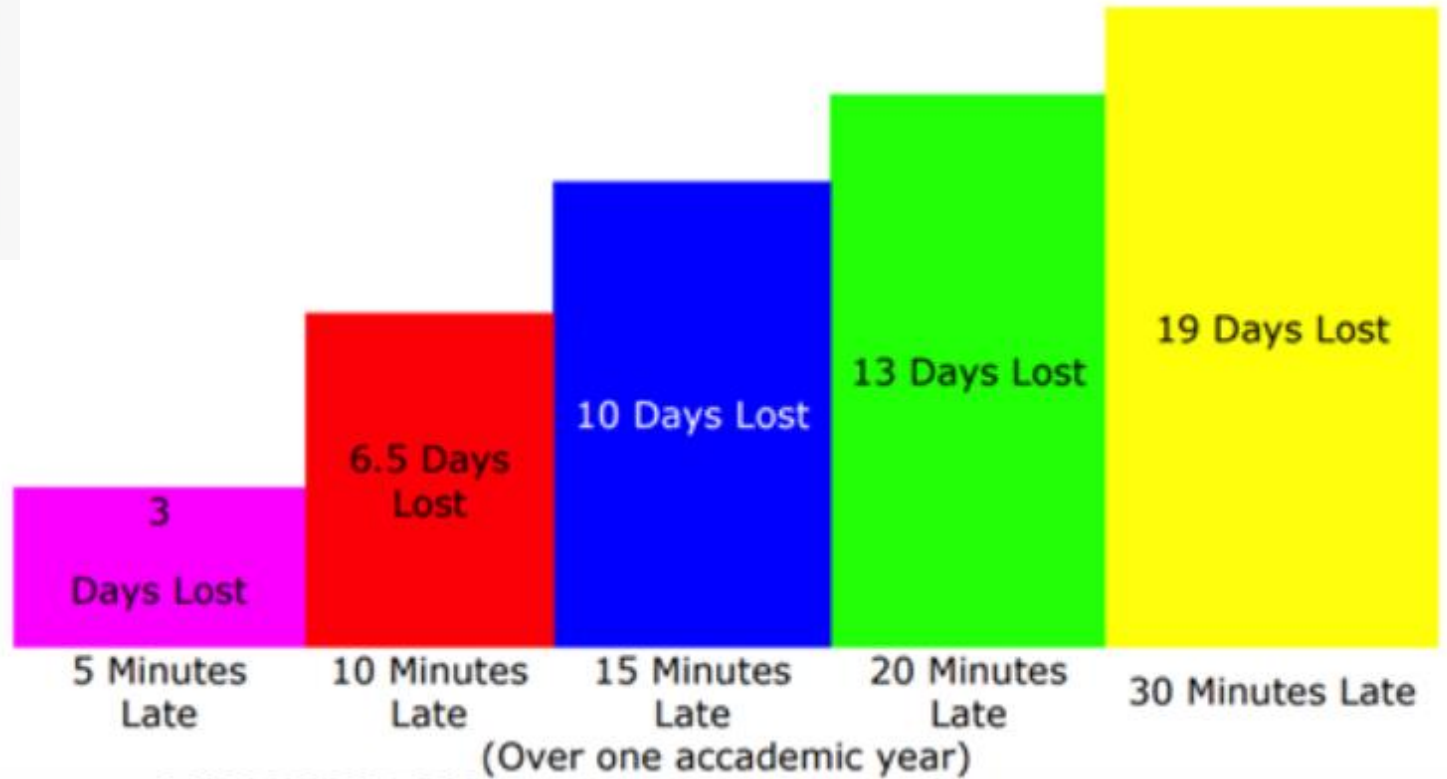
CULTURE

- ATTENDANCE
- BEHAVIOUR SYSTEMS



Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



Miss Sutton – Attendance Lead

Attendance meetings

Text reminders

Supportive conversations

Inclusion Team

Attendance board

High profile of attendance with children, staff and parents

Percentage Attendance	Number of days lost learning in a year	Equivalent to
100%	0	0
95%	9	1 day absent in every 4 weeks
90%	19	1 day absence every 2 weeks
85%	28	1 day absence every 6 th day
80%	38	1 day absence every week or one whole school year missed over 5 years.

Attendance Targets and Guidelines

96% and above – pupils are meeting Academy target

94 - 95% - pupils below target.

93 - 94% - pupils are significantly below target.

91 - 93% - pupils are in danger of becoming “persistent absentees”.

90% and below – pupils are officially “persistent absentees”.

Behaviour Systems

Parent forums

Parent workshops

Behaviour Hub open days

Learning environment audits

Consistency

Discussion and feedback

Future Forums...