



Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring.

We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



Overview

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules
4. Class Timetable
5. Topics & Trips
6. What's New in Year 5
7. National Expectations
8. Examples of what a Secure Level looks like (Reading, Writing, Maths)
9. Home Learning
10. Useful websites & information
11. Handouts
12. Questions



Birch Hill is a Good School

- Teachers make lessons interesting, pupils learn quickly and have a wide range of opportunities.
- Pupils say they have lots of friends and they feel safe.
- The school is at the center of the community.
- Leaders and governors are ambitious for the pupils to succeed.

(Ofsted October 2019)

School Development priorities for 2023/4

Strengths;

EYFS – 77% (+6 Nat)

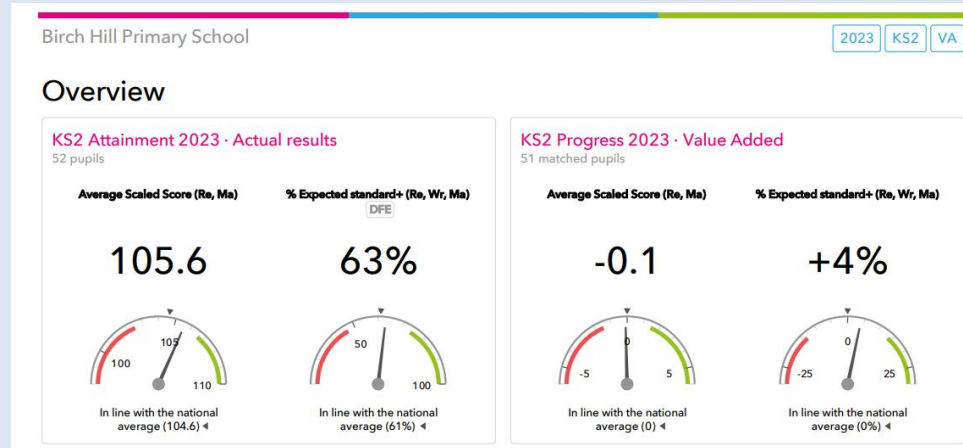
KS1 – All in line with National and slightly above

KS2 –

Y6 Writing EXS 81% (+10 Nat)

Y6 Maths EXS - 81% (+8 Nat)

Y6 GPS EXS - 79% (+7 Nat) and GDS 42 (+12 Nat)



Main themes for School Development in 2023/24

KS1

Combined in EXS and GDS

Writing improve GDS Writing

KS2

Y6 Reading (EXS) and Writing and Maths (GDS)

Groups

PPG and DD– significant gap in all areas

SEND – significant gap in all areas

Gender – significant gap with Boys/Girls in all areas

School Development priorities for 2023/4

Data outcomes

SDP

Writing, Maths and Oracy

Reviewing the Whole School Curriculum (Equality, Diversity and Inclusive)

Review wellbeing strategies for whole community (children, staff and families) – including induction for new staff

Increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities

Ensure that parents and carers are kept even more up to date about children's achievement and wellbeing

Broader Issues

Join Maiden Erlegh Trust (MET)

Parent Survey

27 replies out of 400 children (13.5%) Lots of positive – about staffing and enrichment	
A small number of concerns about behaviour and the impact on the rest of the class	We are a local, inclusive school and behaviour and SEND is a significant challenge for a range of reasons; children with EHCPs, or waiting to be assessed. Reduced services and increasing demands. We work with external consultants, SENDCo and Lead Behaviour TA.
Information about what children are learning	Welcome Meetings, Parents Evenings, Termly Reports, Open door policy. Curriculum Information on website.
Better communication (weekly newsletters and information about how children are getting on)	Weekly newsletter, text message, and emails. Schools are busy and some changes are out of our control.
Staff sickness, absence, recruitment	This is significant issue. Staff recruitment and retention.
Sex & Relationship Curriculum	We update the scheme that we use several years ago and give parents all the information. We believe that good SRE is about giving children this information early.
Extra curriculum beyond the classroom	We offer a range of extra clubs (mostly provided by staff) – choir and sport focused. Inter2Sports offer a football club and we're talking to them to see what other clubs (paid) that they can offer.
Wellbeing and emotional support	Family Support Advisor, Play Therapist (1 day a week), Read2Dogs, Nurture /Rainbow Room. Lead Behaviour TA. ELSA booked for this year.



Staffing Structure

Senior Leadership Team (SLT)

Headteacher: Mr Michael Dillon	Deputy Headteacher: Ms Karen Cameron	SENDCo & Inclusion: Mrs Helen McAllister	School Business Manager: Mrs Nicola Down
Safeguarding & Attendance, Behaviour, Standards, H&S/RA, SEF/SDP, PM, PPG	Learn Oversee English & Maths & Assessment T&L, M&E, SATs/Standards, CPD/ITTCo	Together SENDCo, Inclusion & SRP Nurture, ELSA, Play therapy, MHST, CLA/SGO	Personnel, Finance, Office/Admin, H&S/RA, Site, Catering, website and social media

Key Stage Leaders

Miss Molly Archer – EYFS/KS1 Ms Karen Cameron – KS2	<i>Teaching, Learning & Assessment</i> <i>Parent Communication</i> <i>Behaviour</i> <i>SEND</i>
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Governors Responsibilities

Governors Strategic Links L&M <i>School Lead - Michael Dillon</i> <i>Governor Lead: Jane Newman & Stephen Weeks</i>	Governors Strategic Links: Quality of Education <i>English & Maths / Assessment & Curriculum / KUW / Creative Arts</i> <i>School Lead – Karen Cameron</i> <i>Governor Lead: Joey Gurney & Stephen Weeks</i>	Governors Strategic Links Personal Development <i>PSHE/ SRE / House/School Council</i> <i>School Lead – Hannah Kerslake</i> <i>Governor Lead: Lee Clark</i>	Governors Strategic Links Behaviour <i>School Lead – Carla Hooper</i> <i>Governor Lead: Ruth Newland-Ward</i>	Governors Strategic Links (EYFS) <i>School Lead – Molly Archer</i> <i>Governor Lead: Ruth Newland-Ward</i>
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Communication



NEWSLETTER

- Staff visible morning and afternoon
- Come into the school office
- Website
- Weekly Letters & Newsletters
- Regular Text messaging: *Teachers2Parents*
- Emails school office - Secretary@
- 2x Parents Evenings Meetings virtual & Written Report
- Home Learning Exhibitions

If you any questions please talk to us

Look what we have harvested from our Edible Garden



Harry Elsey Bike Ride

Over the summer months Harry completed a 37 mile bike ride from Guildford to shoreham-by-sea and has raised £375 for the school— Many thanks to Harry for his brilliant effort and all of the generous donations.

<https://gf.me/ul/yk2ucf>

To the Beach - Harry's Cycle Ride



Diary Dates	
Year 5/6 Year Group Welcome Meeting	6:30 - 7:30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6:30 - 7:30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6:30 - 7:30 Thursday 1st October
Reception Year Group Welcome Meeting	6:30 - 7:30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm—Tuesday 20th October (Via ZOOM)
	4-7pm—Thursday 22nd October (Via ZOOM)



SEND / Inclusion

Sapphire Class, Rainbow Class & Wellbeing

- We offer a Nurture (Rainbow) provision for 8 Key Stage 1 children
- We have 2 Nurture Practitioners who deliver additional support to children across the school with friendship and social skills
- We have Emotional Literacy Support Assistants (ELSA) who work with children offering emotional support (**New training for 23/24**)
- We have a Play Therapist who supports a number of children once a week
- Sapphire Class (Specialist Resource Provision). The SRP is for children with Autism and Moderate Learning Difficulties (MLD) and have a Education, Health and Care Plan (EHCP). The children are very much part of our school and spend time within their mainstream year group
- Mental Health Support Team (MHST)
- We continue to work with staff, parents and outside agencies to bring our children the interventions and support that they need
- Welcome Meetings and booklet this half term

Friends of Birch Hill



- Over the years;
 - £20k for the large climbing frame
 - £15k for Infant climbing frame
 - £10k for new IWB
 - £5k for the Edible Playground
 - £4k raised money for a paving in EYFS area
- Currently raising money to upgrade the library

Events

- Summer Fair
- Christmas Events
 - Cards
 - Discos
 - Present Room, Dress Up Days, Raffles,



Please sign up and volunteer to help



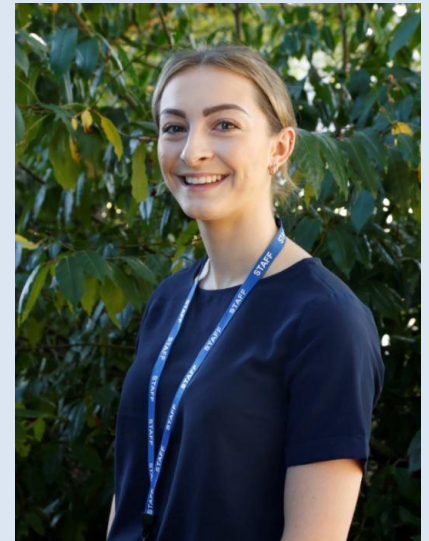
Family Support & Attendance Officer (WPA)



- Della Payne-contact via school office (4 days a week)
- External Education Welfare/Attendance - WPA
- Offers support and guidance
- Links with other organisations & agencies
 - Local Authority Early Help
 - Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions

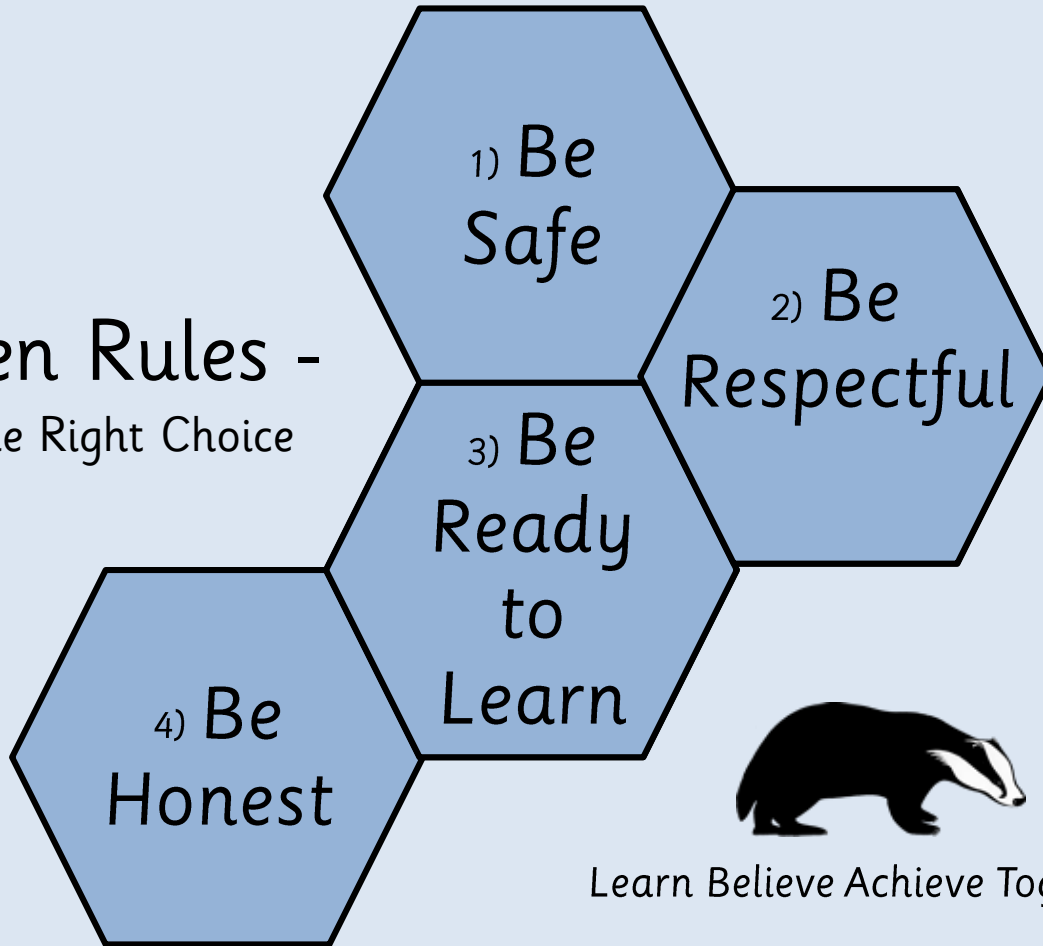


Who's Who in our Team?



Golden Rules -

Make the Right Choice



Learn Believe Achieve Together



Learn Believe Achieve Together

Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

Are you ready to Learn?

READY TO LEARN



What happens if we are not
Ready To Learn?

Time to make a Choice

Your time to make the right Choice

Time to make a Change

Use the ConCenTration table

Visit another Classroom for time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to
reflect on your behaviour



Class timetable

Mon 11 th September	Maths starters	English Session 4 – Internalise a model text.	Maths	Rock Star TT	Guided Reading	Spells Daily Read	NNS Silent letters Grammar Lesson 1 - Word classes	Assembly
Tue 12 th September	Maths starters	English Session 5 – Explore vocabulary.	Maths	Rock Star TT	Guided Reading /ICT Summarising a text	Spells Daily Read	ICT laptops French	
Weds 13 th September	Maths starters	English Session 6 – Retrieve from model text.	Maths	Rock Star TT	PSHE/Jigsaw	Spells Daily Read	PE – 5D 1:30 – 2:15pm 5K 2:15 – 3pm Independent reading	
Thurs 16 th September	Maths starters	English Session 7 – Features of a documentary.	Maths	Rock Star TT	Science	Spells Daily Read	Geography	
Friday 17 th September	Maths starters	INDOOR PE	Maths	Rock Star TT	English	Handwriting/ Spelling test	Art Perspective	Assembly



Key things to remember for Year 5

- No pencil cases
- Home Learning Arrangements
- Sending home arrangements
- Mobile phones – No smart technology (watches, fitbits ...)



Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



Topics and Trips/Enrichment Activities

Voluntary Stationary
contribution £15 (online)

Term	Topic	Trip/Enrichment	Cost
Autumn 1	Mountains		
Autumn 2	Greeks	Ufton Court	£28.60
Spring 1	Space	Swimming	£59 approx
Spring 2	Mayans		
Summer 1	Life Cycles		
Summer 2	Bracknell	South Hill Park	Free

Personal, Social, Health Education (PSHE)

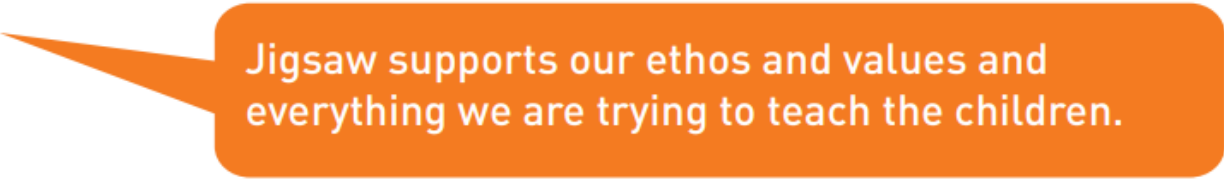
What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.



Jigsaw supports our ethos and values and everything we are trying to teach the children.

Personal, Social, Health Education (PSHE)

whole school overview

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

Personal, Social, Health Education (PSHE)

whole school overview


<p>Ages 9-10</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
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Information about your child's progress

National Expectations



		School Report 2021/22 Child's Name: : Year Y6 Teacher: Miss Hodge			
Key Objectives (Y6)	Child speak	Autumn	Spring	Summer	
English Writing		E1	E1	A2	
[EXS] [KEY] Use further prefixes and suffixes and understand the guidance for adding them.	I add prefixes and suffixes using the rules we have worked on in class.				
[EXS] [KEY] Spell some words with 'silent' letters (for example, knight, <u>gn</u> arly, solemn).	I can spell some words that include silent letters, such as knight, psalm and solemn.				
[EXS] [KEY] Continue to distinguish between homophones and other words which are often confused.	I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').				
[EXS] [KEY] Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	I make sure others can read my handwriting and decide whether or not to join specific letters.				
[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.				
[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		TARGET:		
[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	I review my work to further describe and develop settings, characters and the narrative atmosphere.				
[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	I use themes and details across my texts to help link paragraphs together into a flow of text.				
[EXS] [KEY] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.			TARGET	

PiXL Grades					
Below Expected			Working at Expected		Above Expected
B2 (Below Standard)	B1 (WTS)	E2	E1 (EXS)	A2	A1 (GD)

- Working at Expected (E1/ Green)
- Open Evenings – Child & Pupil Meeting
- Informal discussions with teachers
- Written end of year report



Useful information & Hand-outs

- Template report to discuss
- Reading lists /Teacher Stamp of Approval
- Spelling list
- Maths Calculation Policy
- Grammar



What does Y5 look like?

Writing

An expected learner can:

- write effectively for a **range of purposes and audiences**, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- **select vocabulary** and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun)
- Use modal verbs to suggest degrees of possibility
- use a **range of devices to build cohesion** (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
- use verb tenses consistently and correctly throughout their writing
- use the **range of punctuation** taught at key stage 2 mostly correctly¹ (e.g. question marks, exclamation marks, commas to clarify meaning/ avoid ambiguity in writing, and punctuate direct speech)
- **spell correctly most words from the year 5 / year 6 spelling list**,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in **joined handwriting** when writing at speed.²

Year 5/6 spelling list

Most children are continuing to work on the year 3-4 spelling list.

Daily practise in school.

Friday spelling and dictation test.

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



What does Y5 look like?

Reading

An expected learner can:

- Working towards being a free reader – start **expanding reading experience** and reading for different purposes: Poetry, plays, fiction, nonfiction. Discussing what they read by comparing with other books and presenting their preferences to others.
- **Drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **Predicting, summarising** what they have read
- Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Beginning to provide reasoned justifications for their views.



What does Y5 look like?

Guided reading books we use:

Everest- Alexandra Stewart

Who Let the God's Out – Maz Evans

Wonder – R.J. Palacio

Class daily reads:

When the Mountains Roared – Jess Butterworth

Walls – Emma Fischel

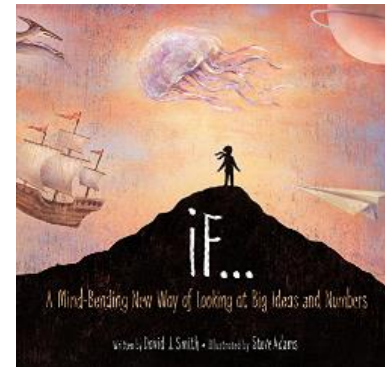
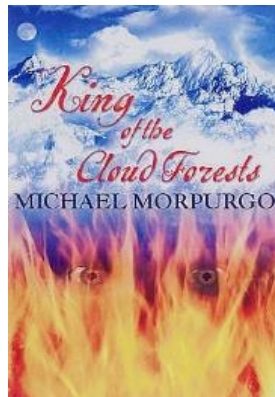
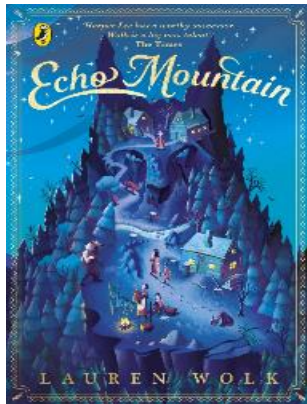
The Kid Who Came from Space – Ross Welford

Reading at home



Teacher

STAMP OF
APPROVAL





What does Y5 look like?

Maths

An expected learner can:

- Read, write, order and compare numbers up to 1,000,000
- Interpret negative numbers in context counting through zero
- Able to **use formal written method for the 4 operations** (+ - x ÷)
- Use mental method for 4 operations when appropriate
- **Fractions** – order and compare where denominators are all multiples of the same number, make links with decimals
- Read, write and order decimals up to three decimal places
- Solve problems recognising the links between percentage and decimal equivalents
- Calculate and convert units of **measure**
- Compare and classify geometric shapes
- Angles
- Statistics



Maths fluency

Year 5 x2, x5, x3, 10, x4, x8, x6, x7, x9. x11, x12	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Mixed practice Multiplication and division facts	Mixed practice Multiplication and division facts	Mixed practice Multiplication and division facts
	Week 1: x2, x3, x5 Week 2: x2,x3,x4,x5 Week 3: x6 Week 4: x7 Week 5: x9 Week 6: x11 Week 7: x12 Week 8: Mixed	Week 1: x2, x3, x5 Week 2: x4, x8, x10 Week 3: x6 Week 4: x7 Week 5: x9 Week 6: x11 Week 7: x12 Week 8: Mixed	Week 1: x4, x8 Week 2: x6 Week 3: x7 Week 4: x9 Week 5: x11 Week 6: x12	Week 1: x4, x8 Week 2: x6 Week 3: x7 Week 4: x9 Week 5: x11 Week 6: x12	Week 1: x4, x8 Week 2: x6 Week 3: x7 Week 4: x9 Week 5: x11 Week 6: x12	Week 1: x4, x8 Week 2: x6 Week 3: x7 Week 4: x9 Week 5: x11 Week 6: x12 Week 7: xMixed
<p>Once pupils are secure in the above, a suggested progression would be:</p> <ul style="list-style-type: none"> Consolidation and ongoing practice of all multiplication and division facts up to 12 x 12. Differentiated programme of support to address gaps in multiplication tables knowledge. Use of multiplication and division facts to derive associated facts. For example, if $8 \times 6 = 48$, what other facts can we derive? <p>Development of multiplicative reasoning – links between Multiplication and Division, and Fractions and Ratio.</p>						



Home Learning Grid

- Home learning – projects or grids each half term.
 - Expected to also learn **spellings**, **read** and **practice times tables**.

Autumn 1	Mountains activity grid	
Autumn 2	Ancient Greek project	Home learning exhibition:
Spring 1	Solar System project	
Spring 2	Mayans project	Home learning exhibition:
Summer 1	Life Cycles and Healthy Me project	
Summer 2	Bracknell project	Home learning exhibition:

Home learning exhibitions will be on Thursday 7th December, Spring 2, and Summer 2.

Safety

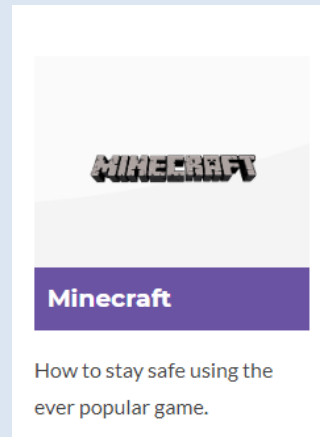
(delete or make appropriate for KS1/2) Year5/6 only

E-Safety

- Apps and Games
- Gaming
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok



Please do not bring in any **smart** watches





A few final reminders ...

- **Emergency Contact form-**
 - it's vital that we have two contacts
 - Make sure you are getting emails (and not going into junk!)
- **Uniform:** available from Mr Wagstaff mikewagstaff56@gmail.com or from the school office
- **Catering in-house & Lunch Online ordering system**
 - Order and pay at home by midnight
 - Online payments only (no cash) Eduspot App
- **Parent Mail login / contact (including junk)**
- **KOOSA Kids – Breakfast, After School & Holiday Club**
- **Attendance**
- **Nut free, chocolate free school, healthy snacks (water only)**
- **Talk to us!**



Thank you and AOB